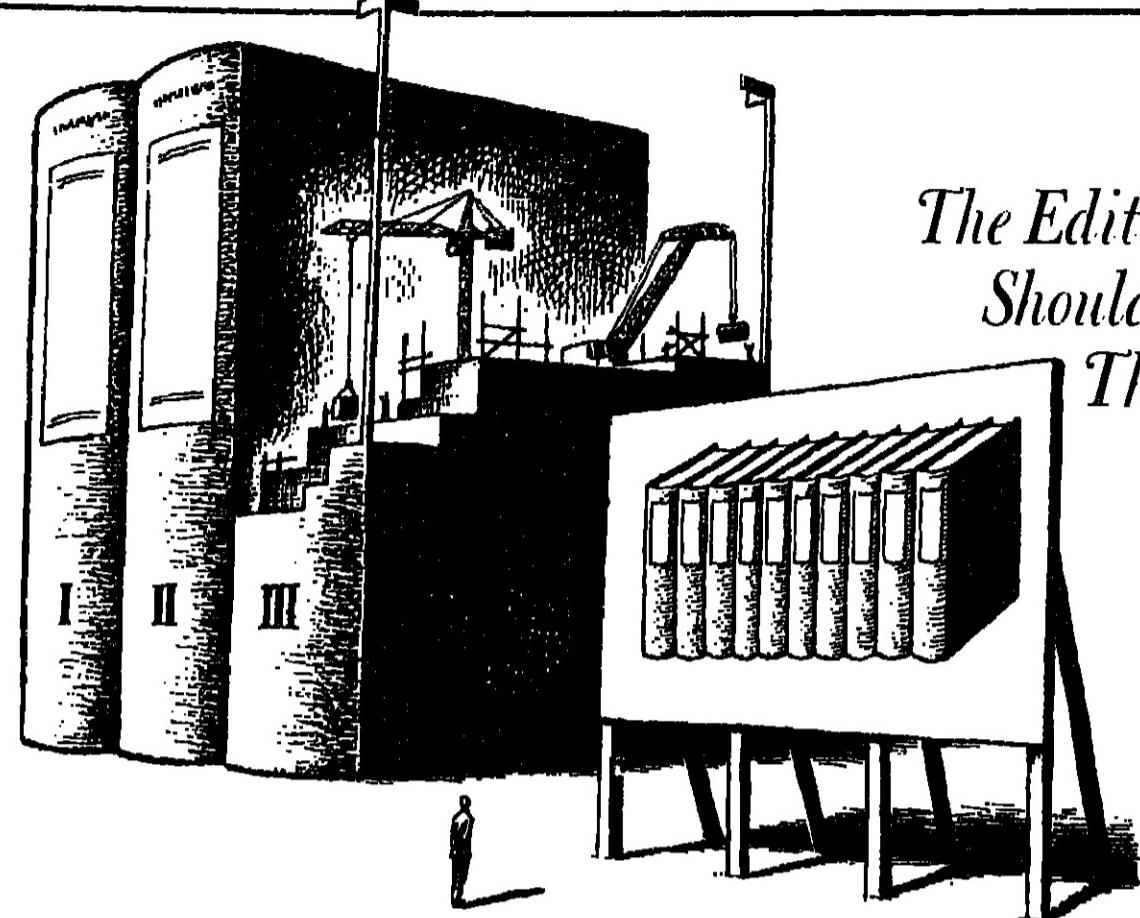


Point of View

By Ralph H. Orth



The Editors of Historical Papers Should Avoid Bloated Volumes That Take Ages to Produce

IMAGINE the joy of a young doctoral candidate in history in the late 1940's when he hears that Princeton University Press will soon begin publishing a complete, definitive edition of the papers of Thomas Jefferson. All through the years of his academic career, he anticipates, the volumes will flow at a steady rate, each giving him another illuminating installment of the primary writings of that important statesman. No doubt by the time he is a full professor the volumes will have reached Jefferson's Presidential years, his particular scholarly interest, and he will be able to take full advantage of them.

Fast forward to 1992. Our doctoral candidate, full of years and honors, is retired. On his shelves stand 24 volumes of the Jefferson edition, the last of which covers seven months in the year 1792, nine years before Jefferson became President and 34 years before his death. At the present pace, our friend's grandson, currently a young doctoral candidate in history, will have the Presidential papers of Jefferson available to him toward the end of his career—if all goes well.

Why do documentary editions sometimes take so long? Why do we read that they are in financial trouble, that universities, foundations, and the National Endowment for the Humanities are threatening to cut or eliminate financing for them? Is the trouble all a matter of tight budgets, philistine bureaucrats, and shifts in academic priorities, or do the editors of these projects sometimes do things wrong?

Information about his subject's life, friends, trips, romances, triumphs, failures. A portion of this information may not be known to anyone else; how can it not be put into the edition? Why not put in everything? So arises the temptation to over-annotate. In its extreme form, as with the Jefferson edition or the letters of Mark Twain, what results is not an edition of documents but a quasi-biography, an almanac, an encyclopedia. The primary materials get lost in a sea of information; those materials seem to be included so that the editor's store of supplementary information can be published in footnotes. One might call this the sin of editorial pride. The end result is that the subject of the edition is never alone; he is always accompanied by his editors, as is a political candidate by his spin doctors.

The appropriate response to this particular danger is obvious, although not easy for the perfectionist editor to accept. The documents should be annotated with just enough information to be comprehensible. Cross-references should direct readers to sources where more extended information (say about public figures or historical events) is available. Truly new information should be presented in articles in scholarly journals; that is, after all, one of their functions. The fusion of all

Let me, as someone who perfectly fits the above description, note three significant dangers that documentary editions do not always avoid.

The impulse for completeness not only compels editors to find every scrap of paper relevant to their historic figure, but also makes them reluctant to exclude anything. Thus a thank-you note to a casual correspondent becomes just as important as a letter recounting the death of a spouse. Any suggestion that certain categories of documents be excluded, or sum-

this material can safely be left to the biographers and cultural historians whose task it is to interpret whatever researchers have unearthed.

Both of the previous practices lead to what is the most irritating aspect of many documentary editions, their glacial pace. Not only does an edition that takes, say, 40 years to produce cost thousands of dollars during each of those years, but also—and here we come to the heart of the matter—contemporary scholars, like our hypothetical expert on Jefferson, will never be able to use the documents in the course of their careers. They will never know what insights they might have gained from them. Everybody is the loser: the figure whose papers are being presented, about whom erroneous ideas may persist; the scholar, who is denied the possibility of new interpretations; and the public, which is, after all, the ultimate beneficiary of all these editions.

Occasionally, small end runs are made successfully around these sluggish mega-editions. One recent example is the publication by the University of Georgia Press of Mark Twain's "Angelfish" correspondence, that is, his playful letters to a number of adolescent girls in the last years of his life. These letters, which are only lightly annotated, are not especially important, to be sure, but anyone who wants to read them in the fully annotated Mark Twain edition is going to have to wait until the middle of the 21st century. Is it better to have access to them now or should we wait (and many of us won't be able to) until then?

I don't want to leave the impression that documentary editions are by nature too big and too slow. Many editors do their job and then fold their tents. The editors of the Alexander Hamilton papers produced 27 volumes in 27 years and are finished. The six volumes of the letters and journals of James Fenimore Cooper took only nine years to appear, and five volumes (of a projected six) of the letters of Margaret Fuller appeared in six years. The Ralph Waldo Emerson journals, of which I was chief editor for the last three volumes, produced 16 volumes in 23 years. Remarkably, editors of the Woodrow Wilson edition produce more than two volumes a year; in 26 years they have produced 64 volumes, and the end is in sight. Some of these editions are selective; all of them are only moderately annotated; and all are available on library shelves now to anyone who wants to consult them.

Documentary editions are vital if we are to learn about our shared past, and consequently they deserve administrative and financial support, from both public and private sources. But, in return, editors must operate in the real world. They need to remember that time and money are not infinite, and they must resist the temptation to produce "imperial" editions: bloated volumes whose publication is stretched out over decades or even generations. That's a sentiment that the eminently sensible and democratic Jefferson would surely have appreciated.

Ralph H. Orth is professor of English at the University of Vermont.

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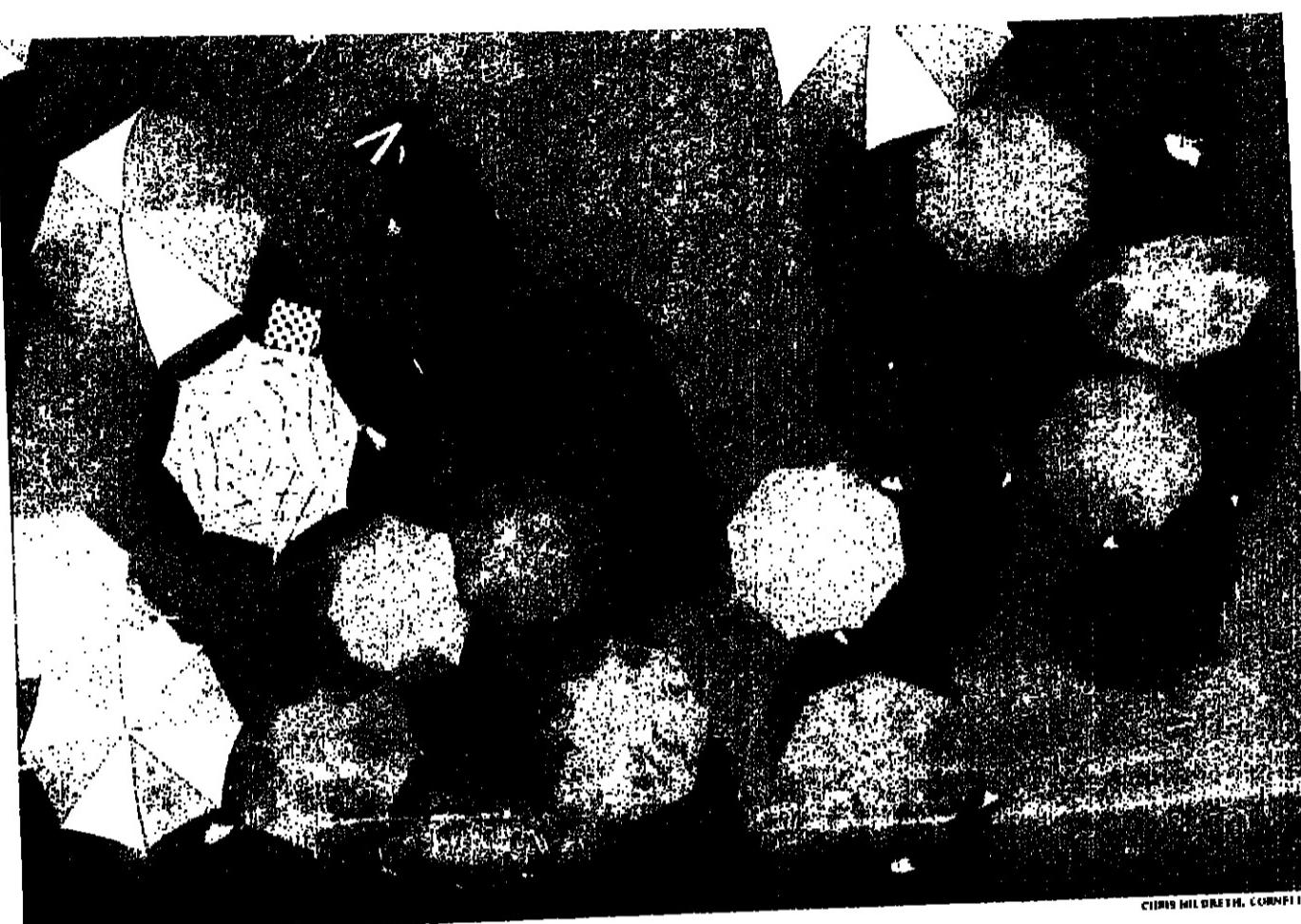
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A Rainy Commencement at Cornell University

U.S. Universities Lure Many Renowned Physicists and Mathematicians From Former Soviet Union

But the rush to exploit a previously untapped source of talent has not been without problems

By KIM A. McDONALD

MINNEAPOLIS

Marvin L. Marshak had a problem—an enviable one, perhaps, for a university administrator. As head of the School of Physics and Astronomy at the University of Minnesota here, he was given a \$2-million endowment, with which he planned to create a theoretical-physics institute.

But when he tried for two years to hire

the institute's first "superstar"—a top-notch theorist who could attract other leading researchers to the faculty—all of his American prospects turned him down.

Minnesota was either too isolated, too

cold, or simply not prestigious enough for them.

Most of the hotly recruited scholars are

in theoretical physics and fundamental mathematics, disciplines in which the former Soviet Union has long been a world leader and which are now being greatly enhanced at U.S. universities.

"They are the *crème de la crème*," says Robert L. Jaffe, a professor of physics at MIT, of the Russian scientists.

Indeed, some U.S. academics think the current wave of Russian émigrés could transform American universities in much the same way as did the flood of first-rate German scientists who fled U.S. physics departments during World War II.

"It is certainly a wave," says Robert L. Wilson, chairman of the mathematics department at Rutgers, which has five Russian mathematicians on its faculty this year. "The numbers are substantial."

Mathematics departments at universities around the country, Mr. Wilson says, "have picked up a number of the world's greatest mathematicians, people who you don't expect would be movable. Suddenly a lot of these people are available."

For physics departments, says Minnesota's Mr. Marshak, the Russian emigration

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Some Colleges Thrive Despite the Recession

Officials at four private institutions that have not fallen victim to hard times cite a common reason: conservative management. "We did not build a powerful, complicated, administrative superstructure, so we don't have to undo it," says the president of Connecticut College, Claire L. Gaudiani (*left*).

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TOO MUCH FREUD?



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This Week in The Chronicle

June 3, 1992

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In Brief

Honor society rejects membership bid

SALT LAKE CITY—Citing questions about academic freedom, Phi Beta Kappa has again rejected Brigham Young University's application to become a member of the national liberal-arts honor society.

It was the institution's third unsuccessful membership bid.

Explaining their decision, officials of Phi Beta Kappa cited a part of the university's mission statement:

"Any education is inadequate if it does not emphasize that His [Jesus Christ's] is the only name given under heaven whereby mankind can be saved."

Says Douglas W. Foard secretary of Phi Beta Kappa: "That's a limitation on academic freedom. What Phi Beta Kappa is about is the quest of excellence and open-ended inquiry." A spokesman for BYU said its Christian perspective does not limit student learning. ■

Item in the faculty-development newsletter at Western Illinois University:

"Uli Treisman, Director of the Charles A. Dana Center at the University of California-Berkeley and a Professor at the University of Texas at Austin, when at WIU for a workshop with administrators, faculty, and staff concerned about strengthening students' performance in mathematics and math-related programs, identified clarity in defining one's clientele as a critical factor in successful program implementation."

Doesn't clarity begin at home?

Notice in *This Week at GC*, a newsletter at Georgia College: "Temporary faculty who need to borrow a camp and gown . . . and faculty who need to purchase regalia should come by the Bookstore today."

We'll just need a tent, thanks.

Notice from the Institute of International Education:

"In addition to the photographs required with the P&D application, four passport size photographs are required for the placement process in German institutions. Therefore, we ask that you mail these photos to me immediately."

"To avoid errors, please write your name and country on the back of each photo."

"Thank you."
You're welcome.

President's message in *Straphes*, a newsletter of the National Federation of State Poetry Societies:

"I hope that each of you can attend the NFSPS convention in Birmingham Alabama. The excitement of being in a room full of poets is an exhilarating experience."

We'll have to take your word for it.

Communication from the national office of Sigma Alpha Epsilon:

SIGMA ALPHA EPSILON GETS SERIOUS ABOUT ACADEMICS!

"The purpose of attending college is to get an education and Sigma Alpha Epsilon is getting serious about scholarship...."

"Noble Leslie DeVoe was the top scholar at the University of Alabama and Valedictorian of his graduating class at the time he founded SAE. Each of the founders were scholars in classical Greek, French, Latin, philosophy, chemistry and other subjects. They would write top papers on academic subjects and then discuss them during meetings...."

"We have already received many questions from you concerning how this new GPA requirement will effect the fraternity."

Not much, evidently. —C.G.



PHI BETA KAPPA



LEU BENEDICTI-LONGHINI

Student vehicles compete on land and in water

COOKEVILLE, TENN.—Teams of mechanical-engineering students from 32 universities competed last month to design and build the best all-terrain vehicle.

A team from the University of

Florida won the 1992 Mini-Baja East Competition, which was held at Tennessee Technological University.

The amphibious vehicles were subjected to three days of tests,

including a two-hour endurance race (above). The competition was sponsored by the Society of Automotive Engineers and by Briggs & Stratton, a producer of small gas engines.

University pays professor \$1-million to settle suit

of Bennington office

TAMPA, FLA.—The University of South Florida has agreed to pay a faculty member nearly \$1-million to settle a two-year-old lawsuit the professor filed after he had twice been fired as head of the orthopedics department.

In return, the professor, Phillip G. Spiegel, agreed to leave the university this month.

In the suit, Dr. Spiegel claimed that his firings had been due to his opposition to a medical-school growth plan and had violated his rights of free speech and due process. The university denied the claims.

Thirteen orthopedics professors quit after Dr. Spiegel was first fired in 1988, gutting the program, which has become part of the surgery department. ■

Most of the students left the offices after a day, but about 15 stayed in the president's office for a week. The president, Elizabeth Coleman, and members of her

staff moved temporarily to other offices. A college spokeswoman said the protest had not changed the institution's plans to make the faculty cuts, which she said were

"painful but necessary." After the cuts, which are planned for academic 1993-94, the student-faculty ratio will change from six to one to eight to one. ■

Professor pedals miles for his department

TUSCALOOSA, ALA.—A professor of political science at the University of Alabama bicycled 100 miles to raise money for his financially strapped department.

The professor, Harvey F. Kline (in helmet), and Grant P. Knight, a recent graduate, took more than six hours to complete the ride and raised \$800. About 30 students, administrators, and business leaders pledged money to help the department recover from mandatory state budget cuts.

DOTTIE KLINE

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Art college dismisses outspoken professors

SAVANNAH, GA.—The Savannah College of Art and Design has dismissed the chairman of its new faculty senate along with at least eight other faculty members who were critical of the college administration.

The American Association of University Professors has begun reviewing academic freedom and hiring practices at the college. ■

Former aid officer faces charges on bogus loans

JACKSONVILLE, FLA.—A former financial-aid officer at Edward Waters College and five others have been indicted on charges that they falsified information to obtain \$50,000 in student loans.

The 2,200-student college was founded and is run by President Richard G. Rowan and his wife, Paula Rowan, who serves as professor. Three other extended-family members are senior administrators. The college's 110 full-time faculty members are hired on one-year contracts and can be dismissed without explanation. The college has no tenure system.

University organ fully renovated after 30 years

Gainesville, FLA.—After nearly 30 years of repairs, the University of Florida's 5,356-pipe organ is playing music sweater than ever.

In 1925, the campus bought the organ—believed to be one of the largest in the South—for \$50,000. Years later, it fell into disrepair and was virtually ignored until the

1960's. Since then, the organ has undergone three renovations, at a cost of more than \$300,000. Campus officials said they wanted the repairs to be made gradually, partly because they didn't have the money to pay for the project all at once. The organ is now located in the university's auditorium.

Separated by 150 miles and seven locked gates, Mr. Burk and the two prisoners had to overcome many logistical hurdles to create a book between them, they had spent 54 years behind bars.

When Burk Foster, a police officer turned criminal-justice professor, decided to compile a textbook on the Louisiana corrections system, he joined forces with some unlikely co-editors—two men serving life sentences for murder.

The result is a book that offers students at the University of Southwestern Louisiana a first-hand, often chilling account of life in a state penitentiary. Mr. Foster's co-editor were writing from experience; between them, they had spent 54 years behind bars.

Both of them, even though they had been in prison for many years, had positive outlooks and were interested in using their work to reach people and inform them about conditions in prison," Mr. Foster says.

Speaking to Mr. Wikberg and Mr. Rideau today, it is hard to reconcile the pleasant, articulate voices on the telephone with the violent crimes that sent them to prison.

Mr. Rideau was 19 when he shot three people, killing one, during a bank robbery. Now 50, he

spent 11 years on death row before

his sentence was commuted to life in prison. Mr. Wikberg, now 48, was 22 when he family shot a storekeeper during a botched armed robbery attempt. Mr. Wikberg expects to be released within the next few weeks and hopes to work eventually as a paralegal in Lafayette, La.

Both say that writing has given them a purpose, as well as an escape from the mind-numbing routine of prison life. In addition to editing *The Angolite*, Mr. Rideau and Mr. Wikberg have been permitted to travel with a guard to speak to campus and civic groups.

"I've found them just as pleasant and as serious in their intentions as anyone you would work with on the outside world," Mr. Foster says.

"They continually challenge the

PORTRAIT

The History, Routine, and Terror of a Prison System



CHUCK FARMER FOR THE CHRONICLE

Burk Foster, right, says the two convicts who worked with him—Ron Wikberg, left, and Wilbert Rideau—are "highly knowledgeable in their fields and both excellent journalists."

By KATHERINE S. MANGAN

When Burk Foster, a police officer turned criminal-justice professor, decided to compile a textbook on the Louisiana corrections system, he joined forces with some unlikely co-editors—two men serving life sentences for murder.

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"They continually challenge the

stereotypes that people have about prisons as well as the people living in them, by showing that there is good in those people as well as the bad that put them there in the first place."

As they discuss their textbook, the three men sound almost like colleagues from different universes. The Louisiana prison has an extensive library that allowed Mr. Wikberg and Mr. Rideau to keep up with the latest scholarly writings on corrections issues.

'A Mutual Admiration Society'

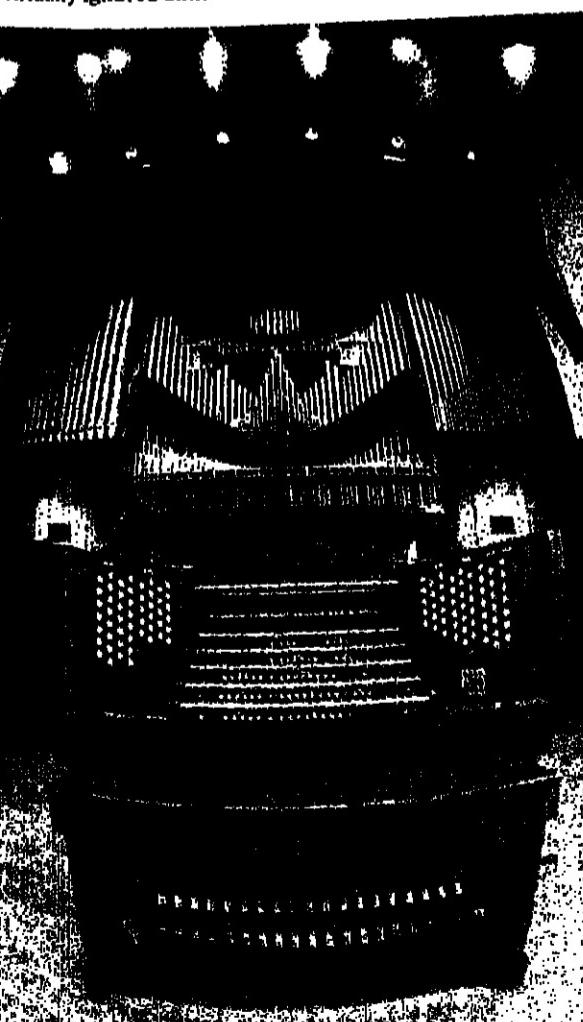
"I think what we had was a mutual admiration society," Mr. Wikberg says. "Professor Foster has written some very progressive papers concerning criminal justice, and I like to think we have written some pretty progressive material ourselves, and at one point our materials crossed each other's desks."

The first part of the textbook traces the history of the state's corrections system, focusing on the prison at Angola. The second part focuses on the routine of convict life in a state penitentiary, covering such topics as sexual assault, AIDS, growing old in prison, and prison jobs. The last section addresses alternatives to incarceration, including work-release programs and halfway houses.

The anger and hopelessness experienced by long-time prisoners is revealed in raw accounts of prison life, including graphic portrayals of sexual violence.

In one article, Mr. Rideau, who currently is ineligible for parole, says he has no intention of backing off.

"There's something morally wrong with asking someone who's done a sin against society to sit back and not do anything to atone for their crimes," he says. "We do it largely for ourselves because we have to live with ourselves. It's a redemptive effort on our part."



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Scholarship



Immigrant communities often retain close ties to their homelands. Above, Haitian dancers in Oakland, Cal., support Katherine Dunham's fast to protest the treatment of Haitian refugees.

Worldwide 'Diaspora' of Peoples Poses New Challenges for Scholars

Researchers seek to explain dramatic new patterns of migration and cultural identity

By SCOTT HELLER

People are on the move all over the world, and scholars are catching up with dramatic new patterns of migration, settlement, and cultural identity.

At worst, the shifts result in ethnic tensions or outright warfare. In other places, they lead to blended cultures, though not always to assimilation.

National boundaries and the very idea of who makes up a nation are being challenged, according to scholars who study phenomena such as these:

■ The ousted president of Haiti appeals to immigrants in New York City to pressure the American government to condemn his overthrow. Some 60,000 rally in his behalf.

■ Iranian exiles in Los Angeles produce more than 15 hours of Persian-language television programming a week. Two 24-hour radio channels cater to an Iranian community thought to be as large as 800,000.

■ Peru elects the son of Japanese immigrants, Alberto Fujimori, as its president, giving a public face to the Asian community in Central and South America.

■ A surge of North African immigrants to France touches off debate about the nature of French society and galvanizes the

right-wing National Front political party against them.

Scholars have begun to consider how "diaspora" communities reshape nations. Diaspora is the word first applied to the experiences of Jews, and later to Armenians, who were forcibly exiled from their homelands. Recently, scholars have expanded the definition to include groups who, sometimes by choice, have moved from one part of the world to another, even if they don't intend to move back.

"More people are in some sense where they do not belong than ever before," says Arjun Appadurai, professor of anthropology at the University of Pennsylvania. "But even those who have not moved are in some sense in greater contact with those who have."

A Two-Way Movement

Big-city life in the United States, with its ethnic restaurants and festivals, has long been marked by the cultural contributions of immigrant groups. A Saturday night's entertainment might include tickets to a Spanish guitar concert, pasta at an Italian restaurant, and dancing to Caribbean music at a nightclub.

But the changes now reach into the heartland, defining—sometimes uncom-

fortably—a new America, one that is not necessarily a melting pot, but that hasn't yet come to terms with its new identity. Salsa outsells ketchup in American supermarkets. McDonald's introduces fajitas. A dancing crab sings reggae ditties in the Disney cartoon *The Little Mermaid*.

The movement is not one-way. Overseas, American popular culture dominates the cinema and television screens. And the influence isn't merely a matter of style or entertainment. Democracy movements in China and Eastern Europe have been affected by images from American television.

Non-European and non-white immigrant groups are changing the face of the United States and Europe. They won't or can't easily assimilate. They are committed instead to retaining their cultures and, often, close ties to home—what one scholar describes as "bi-national citizenship."

Global Ethnoscapes'

They have also grown more vocal about exercising, from afar, political influence in their homelands, whether those be Haiti, South Africa, or Cuba.

The shifts pose a challenge for Mr. Appadurai and other anthropologists, who are *Continued on Following Page*

Scholars Seek to Explain Global Movement of Peoples

Continued From Preceding Page

used to studying specific places or communities. No longer can an anthropologist study a Mexican village in itself if its members shuttle back and forth to northern California, for example. They also study the cultural forms—including television and music—that travel and are crucial to maintaining community solidarity.

In an influential essay, Mr. Appadurai says scholars need to study "the landscape of persons who make up the shifting world in which we live: Tourists, immigrants, refugees, exiles, guest workers, and other moving groups and persons constitute an essential feature of

the world and appear to affect the politics of and between nations to a hitherto unprecedented degree."

His term of choice: "global ethnoscapes." Other scholars are developing theories of "transnational identity."

Crossing Borders

Mr. Appadurai and Carol A. Breckenridge, who teaches in the history department at Penn, edit and publish *Public Culture*, a journal that explores the flow of culture across national borders.

The spring 1992 issue includes an article on scatological humor in postcolonial Africa and several pieces on the imagery of the Per-

sian Gulf war, including Algerian cartoons and the CNN television coverage.

Diaspora—subtitled "a journal of transnational studies"—made its appearance last year and was voted best new journal by the Council of Editors of Learned Journals. Published by Oxford University Press, the journal is edited by Khachig Toldolyan, co-chairman of the English department at Wesleyan University.

Scholarly interest is high, Mr. Toldolyan says, because "managing heterogeneity is on everyone's agenda."

Current debates about the literary canon, for example, are part of

an effort to redefine what is "American" culture, and how the contributions of non-Western immigrants fit. Some scholars are

er. "From Bosnia to Azerbaijan, wars are being waged to purify nation-states," Mr. Toldolyan says.

Mr. Toldolyan describes himself as an "activist Armenian intellectual in diaspora." He grew up in Syria, Egypt, and Lebanon and now teaches and studies in the United States. He writes for Armenian-language newspapers based in Paris, but has never been to Armenia.

Mr. Appadurai's path is similar. He was born and raised in Bombay, did undergraduate work in Boston, and is now co-director of Penn's Center for Transnational Cultural Studies, along with Ms. Breckenridge, his wife. (His moves aren't over; this fall he will take over as director of the University of Chicago's Institute for the Humanities.)

Influenced by American books and film, he jokes that he arrived in this country with an "imagined America" already in his head.

"When I came here I used to say, 'This is America as I remember it,'" he says.

Intellectuals and writers in diaspora have had a relatively high profile. But much of the new scholarly work seeks to reclaim the lives and experiences of peoples hidden from history and popular view.

Overseas Chinese

The legal, political, and economic status of the 30 million Chinese people who live outside China and Taiwan will be discussed in an international conference this November, under the auspices of the University of California at Berkeley.

Chinese in diaspora live in 130 countries on six continents, according to L. Ling-chi Wang, chairman of ethnic studies at Berkeley. "The vast majority of the Chinese in diaspora have long abandoned their pre-World War II sojourner mentality," Mr. Wang says.

"They have successfully planted roots as a racial minority."

In the United States they have created books and films that explore their hybrid identities—works increasingly popular in multicultural university syllabi. "People like Amy Tan and Maxine Hong Kingston have used their Chinese roots to create literature that is uniquely American yet also Chinese," Mr. Wang says.

Evelyn Hu-DeHart, professor of history at the University of Colorado at Boulder, studies Asians in Central and South America. Between 1847 and 1874 as many as 225,000 Chinese coolies were sent to Cuba and Peru. In Cuba, they worked alongside African slaves as plantation laborers.

Japanese immigrants settled mainly in Brazil and Peru, becoming independent farmers very quickly. Today, nearly a million people of Japanese descent live in Brazil, making it the largest Japanese community outside Japan.

Different Patterns

Late 20th-century migration patterns are markedly different from earlier waves, says Mr. Toldolyan. "They resemble affirmative action" designed to help the community. Ms. Kohli says, but in practice its members are rarely able to get necessary help.

—SCOTT HELLER

Scholarship

Columbia University—have two books forthcoming in which they lay out a theory of transnational identity and discuss the experiences of Filipinos, Grenadians, and Haitians in New York City.

On the West Coast sits another American city, dubbed "Iran-gates" by the editors of a forthcoming book. Several hundred thousand Iranians have relocated to Los Angeles since the Islamic revolution of 1978. Though dispersed throughout the city, they maintain community ties through television and radio programs produced there, not imported from overseas.

Early on, the programs were bitterly critical of the Islamic government and in favor of a return to the monarchy, according to Hamid Naficy, who studies the popular culture of Iranian exiles. "But as they began unpacking their suitcases and they settled roots here, gradually the most highly partisan programs disappeared," says Mr. Naficy, a visiting assistant professor of film and television at the University of California at Los Angeles.

Instead, the programs include as many as 45 minutes of commercials in an hour. Consumerism relieves the loneliness and losses of exile, says Mr. Naficy. "The answer is call this lawyer, call this beauty shop, use these chandeliers, call this body-building shop," he says.

Questions of Loyalty

How Western nations adjust to the presence of people who identify elsewhere is still up in the air. Questions of divided loyalty and hostility toward immigrant groups—whether Haitians in Florida or Koreans in Los Angeles—are facts of American life at the moment.

Especially at moments of crisis, this scapegoating of racially distinguished groups will be very high," Mr. Toldolyan predicts. "It's a blunt challenge we must pose: accepting that we are irretrievably heterogeneous."

"You cannot run a complex society like this one without some degree of homogeneity," Mr. Toldolyan adds. "But we don't all need to be Nebraskans to make America work."

Recent Books on Transnationalism and Diaspora Communities

Following are recent and forthcoming books that deal with transnationalism and diaspora communities:

The African Diaspora in India: Retribalization and Persistent Impoverishment, by Ruth Simms Hamilton and Vandana Kohli (Westview Press, forthcoming)

Moorings and Metaphors: Figures of Culture and Gender in Black Women's Literature, by Karla F. C. Holloway (Rutgers University Press, 1992)

Recapturing Anthropology: Working in the Present, edited by Richard G. Fox (School of American Research Press, 1991)

Towards a Transnational Perspective on Migration: Race, Class, Ethnicity, and Nationalism Reconsidered, edited by Nina Glick Schiller, Linda Basch, and Cristina Szanton (New York Academy of Sciences, Minnesota Press, forthcoming)

The Transnationalization of Migration: New Perspectives on Ethnicity, Race, and Nationalism, edited by Linda Basch, Nina Glick Schiller, and Cristina Szanton (Gordon and Breach Publishers, forthcoming)

Governments in Exile in Contemporary World Politics, edited by Yossi Shain (Routledge, 1991)

PRIZES

1992 AWARDS FOR Research and Studies of the Repercussions of the Iraqi Invasion of Kuwait

Kuwait Foundation for the Advancement of Sciences has institutionalized a Prize for Research and Studies of the repercussions of the Iraqi invasion of Kuwait, to recognize distinguished accomplishments in the Arts, Humanities, and Sciences. The Foundation in establishing this prize is fulfilling its objectives in encouraging scientists and researchers to participate in studies of the effects and repercussions of the Iraqi invasion of Kuwait and its aftermath.

The prizes awarded annually in the following fields:

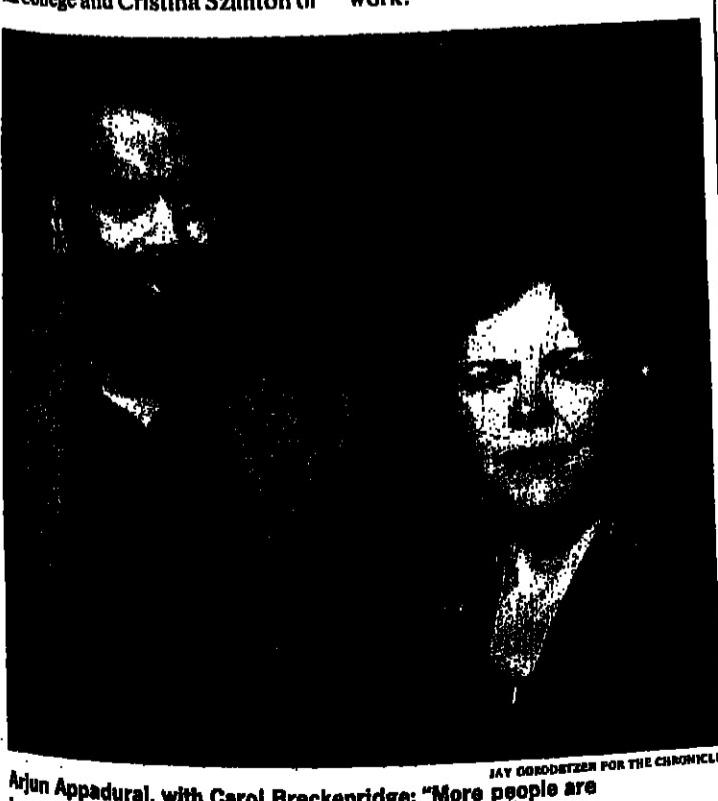
- Environmental Researches.
- Historical Researches.
- Psychological and Social Researches.
- Economical Researches.
- Story and Novel.

Each prize consists of a cash sum of K.D. 10,000 (approx. \$ 35,000) and a certificate of recognition.

Conditions of awarding the prizes:

- Nominee or researcher should be a specialist in the field of the prize.
- The scientific research submitted must be innovative, distinctive in its ideas and of value to the fields of prizes.
- The candidate should not have been awarded a prize for the submitted work by any other institution.
- The scientific research submitted must have been published during the year prior to the prize year.
- KFAS announces the prizes and the conditions of the prizes annually.
- Nominations for these prizes are accepted from academic and scientific centres, and from individuals worldwide.
- The results of KFAS findings regarding the selection of winners are final, and the works submitted for nominations will not be returned regardless of the outcome.
- Nominations and five copies of the scientific research, and any inquiry concerning the prizes, should be addressed before October 31, 1992, to:

Director General
Kuwait Foundation for the Advancement of Sciences
P.O. Box: 25263 - Safat
13113 - Kuwait
Tel: (965) 2429780
Fax: (965) 2415365
Telex: 44160 KEFAS



Arjun Appadurai, with Carol Breckenridge: "More people are in some sense where they do not belong than ever before."



Scholars are tracking the movement of black African culture around the globe. Above, a Caribbean Day parade in New York City.

The Ford Foundation has provided \$300,000 to the University of California at Berkeley to make the African diaspora central to the offerings in its department of African-American studies, including a Ph.D. program now being developed. The money will help support interdisciplinary research projects, as well. A political sociologist and a literary scholar, for example, will examine how West Indian migrants adapt to American society and survive in it.

A Mix of Experiences
Like other influential scholars—V. Y. Mudimbe of Duke University and K. Anthony Appiah of Harvard University, for example—Mr. Diawara was born in Africa, was educated in Europe, and teaches in the United States. He brings to his scholarship the mix of his experiences. In a recent article in the journal *Callaloo* he describes how the game of cricket as played in the West Indies redefines notions of "Englishness" and "blackness."

He and others draw on the writings of cultural theorists like Stuart Hall, Paul Gilroy, and C. L. R. James.

Mr. Diawara is moving to New York University to create an African-studies department, which will include offerings in African studies, Afro-American studies, and Caribbean studies.

Ms. Schiller and two colleagues—Linda Basch of Muhlenberg College and Cristina Szanton of

Before West Africans were forcibly transported as slaves to North America, African merchants, traders, and a handful of mercenary soldiers ventured to India. Between 10,000 and 15,000 Africans now live there, says Vandana Kohli, an assistant professor of sociology at California State University at Bakersfield. She is writing a book on the subject, along with Ruth Simms Hamilton, a sociologist who heads Michigan State's diaspora project.

"It appears to be an assimilated group, at first glance," Ms. Kohli says of the Afro-Indian community. "They dress in the local clothes and speak the local language. And to a certain extent they celebrate some Hindu festivals." But in Gujarat, an Indian state, people of African descent have a dance that is done nowhere else in India, which features elements reminiscent of African dance.

Different Patterns
In studying American industrialization, says Mr. Lewis, "I would ask questions about what was going on in the South."

"But I never asked what was going on for Ghanaians who moved on to London at the same time, or for Barbadians who moved to New York."

Michigan State University is home to the African Diaspora Research Project, in which graduate and postdoctoral students study the experiences of peoples of Africa.

—SCOTT HELLER

Professor Says He Has Been Cleared of Distorting Data

By DAVID L. WHEELER

A University of Pittsburgh psychology professor known for his research on the harmful effects of exposure to lead says a university panel has unanimously cleared him of a charge of scientific misconduct.

The professor, Herbert L. Needleman, says the university committee found no merit in an allegation that he had unfairly manipulated data in a landmark 1979 study of the effect of low levels of lead on children's intelligence.

Dr. Needleman says that the dean of the medical school has not yet approved the panel's report and that he has been told by the university not to discuss it further. University administrators declined to comment on the report.

The case has attracted the attention of other scientists because Dr. Needleman's research led to federal laws that attempt to limit children's exposure to lead, and because Dr. Needleman chose to fight the misconduct charge in public. His dispute with his accusers was aired in a public hearing at the university this year (*The Chronicle*, April 29).

Even if Dr. Needleman is formally cleared by the administration, the dispute over his research

may not end. The Office of Scientific Integrity at the National Institutes of Health reviews all the findings of university misconduct investigations and can ask universities to reopen investigations. Or it can conduct its own.

Dr. Needleman has sued the integrity office, which requested the university investigation after reviewing a report by Dr. Needleman's accusers, Sandra Scurr, a professor of psychology at the University of Virginia, and Claire B. Eirhart, a professor of psychiatry and reproductive biology at Case Western Reserve University.

Suit Against NIH Office

The two contend that low levels of lead do not significantly affect children's intelligence and that Dr. Needleman distorted his data in a 1979 study. Dr. Needleman says his original study and subsequent analyses of his data by others do show that lead can cause substantial drops in children's intelligence.

In the lawsuit, filed in federal court in Pittsburgh, Dr. Needleman contends that the Office of Scientific Integrity does not provide adequate due process to scientists accused of scientific misconduct. He also contends that the office's definition of scientific misconduct is unconstitutional.

Dr. Needleman was accused, under a university definition identical to the office's, of "practices that seriously deviate from those that are commonly accepted within the scientific community."

FELLOWSHIPS

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1992

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NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Death Without Weeping: The Violence of Everyday Life, by Nancy Scheper-Hughes (University of California Press; 213 pages; \$20). Uses novels, paintings, newspaper editorials, pornography, and other materials to show how narratives of family relationships shaped the collective political unconscious of the French in the Revolutionary era.

The Great Thirst: Californians and Water, 1770-1890's, by Norris Hundley, Jr. (University of California Press; 570 pages; \$25). Shows how the use and control of water resources have shaped the history of California.

Hired Swords: The Rise of Private Warlord Power in Early Japan, by Karl F. Friday (Stanford University Press; 288 pages; \$32.50). Describes the evolution of military institutions in Japan from the seventh to the 12th centuries, and discusses the imperial court's role in the rise of the samurai class.

Kate Chopin Reconsidered, by Barbara Sora deSwanson (David (Louisiana State University Press; 256 pages; \$27.50). Includes original biographical material, best known for her depiction of Creole and Cajun life in Louisiana.

Literary New Orleans: Essays and Meditations, edited by Richard S. Kennedy (Louisiana State University Press; 16 pages; \$29.50 hardcover, \$10.95 paperback). A collection of original essays on 19th- and 20th-century New Orleans writers.

Mark and Lily: The Love Story of Mark Twain and the Woman Who Almost Tamed Him, by Ross Wills (Atheneum; 334 pages; \$25). Draws on previously unpublished material in a biography of the American writer's wife, Olivia Langdon Clemens (1843-1904).

Muth, Rhetoric, and the Value of Authority: A Critique of Emerson, Eliot, Thy, and Campbell, by Marc Mangano (Yale University Press; 240 pages; \$28.50). Examines the organization and interpretation of mythological material in writings by James Frazer, T. S. Eliot, Northrop Frye, and Joseph Campbell.

Textured Lives: Women, Art, and Representation in Modern Mexico, by Claudia Schaefer (University of Arizona Press; 536 pages; \$49.50). Describes the transition between Tang (1818-97) and Sung (960-1279) Dynasty notions of a shared elite culture.

The Williwaw: The Arkansas National Guard in the Aleutians in World War II, by Donald M. Goldstein and Katherine V. Dillon (University of Arkansas Press; 416 pages; \$25). Recounts the state guard's experiences of combat and harsh weather conditions in the Aleutian Islands.

"Il Gran Cardinale": Alessandro Farnese, Patron of the Arts, by Clare Robertson (Yale University Press; 256 pages; \$45). Examines the attitudes and motivations of Renaissance art patrons through a study of the commissions of Cardinal Alessandro Farnese, one of the most prominent patrons in 16th-century Rome.

Law

John Marshall Harlan: The Last Whig Justice, by Loren P. Beth (University Press of Kentucky; 313 pages; \$37). A biography of the American jurist, who served as an Associate Justice on the Supreme Court from 1877 to 1911.

LITERATURE

Beyond Realism: Turgenev's Poetics of Secular Salvation, by Elizabeth Chertoff (Stanford University Press; 288 pages; \$35). Discusses non-Realist aesthetic and ethical patterns in the works of the Russian writer Ivan Turgenev (1818-1883), an author often linked by critics to Realism.

The Correspondence of Henry James and Henry Adams, 1877-1914, edited by George Monteiro (Louisiana State University Press; 128 pages; \$20). Annotated edition of 36 letters.

Art Empire Rowhere: England, America, and Literature from "Utopia" to "The

Museo Solentia: Musical Scholarship in the Italian Renaissance, by Ann E. Moyer (Cornell University Press; 256 pages; \$47.95). Discusses spiritual, political, and economic motivations that prompted ancient Athenians to establish new cults, including those of Pan, Artemis Aristoboule, Theseus, Bendis, and Asklepios.

Sports and Games of Ancient Egypt, by Wolfgang Becker, translated by Allen Guttmann (Yale University Press; 240 pages; \$40). Translation of a 1987 German work on the recreational activities of pharaohs, nobles, and commoners.

FILM STUDIES

Sixties British Cinema, by Robert Murphy (British Film Institute, distributed by Indiana University Press; 320 pages; \$59.95 hardcover, \$25.95 paperback). Topics include realist films of the late 1950's and early 1960's, 1960's productions in the horror, crime, and comedy genres, and disturbing tones in "swinging London films."

History

Beliefs and Holy Places: A Spiritual Geography of the Pilgrims' Altar, by James S. Griffith (University of Arizona Press; 219 pages; \$32.50). Explores the traditions and beliefs of a region comprising southern Arizona and northern Sonora, Mexico.

Common Whites: Class and Culture in Antebellum North Carolina, by Bill Cecil-Purcell (University Press of Kentucky; 274 pages; \$34). Examines the lives and classes of the vast majority of the state's whites who either owned no or very few slaves.

Dubious Victory: The Reconstruction Debate in Ohio, by Robert D. Sawyer (University Press of Kentucky; 194 pages; \$30). Considers politically active Ohioans' attitudes toward two central issues in Reconstruction politics—the terms of re-admission to the Union and the fate of former slaves.

THE UNIVERSITY OF CHICAGO PRESS

Scholarship

Scholarship

Tempest, by Jeffrey Knapp (University of California Press; 400 pages; \$48). Argues that English Renaissance writers made a virtue of their increasing instability by creating in imagery literary world's of his own.

Jane Austen's Novels: The Art of Comedy, by Roger Gariépy (Yale University Press; 261 pages; \$30). A critical study of Jane Austen's six major works and her unfinished work *Sanditon*.

Yale University Press; 224 pages; \$13.95. Develops a new theoretical framework for the analysis of the Humanistic composer's music, and applies it to five of his major works.

PHILOSOPHY

In German Rerum: Metaphysical Papers, 1875-1876, by G. W. Leibniz, translated by G. H. R. Parkinson (Yale University Press; 204 pages; \$42.50). Includes 25 papers written by the German philosopher early in his career, including previously untranslated material.

Rethinking the Center: Party Politics in Nineteenth- and Twentieth-Century Chile, by Timothy R. Scully (Stanford University Press; 304 pages; \$42.50). Links the development of three distinct ideological tendencies in Chilean party politics to events during three periods of the country's history—1857-1861, 1920-1932, and 1952-1958.

RELIGION

The Politics of Truth: From Marx to Foucault, by Michèle Barrett (Stanford University Press; 208 pages; \$35 hardcover, \$12.95 paperback). Focuses on problems with the Marxist model of ideology.

SOCIOLOGY

The Politics of Truth: From Marx to Foucault, by Michèle Barrett (Stanford University Press; 208 pages; \$35 hardcover, \$12.95 paperback). Focuses on problems with the Marxist model of ideology.

History of the United Society of Believers, by Stephen J. Stein (Yale University Press; 554 pages; \$40). Traces the sect's history from its origins in 18th-century England to the present, includes a reassessment of previous depictions of its founder, Ann Lee (1736-1784), and discussion of the schism between the last two remaining American Shaker communities: Canterbury, N.H., and Sabbathday Lake, Me.

Types of Christian Theology, by Hans W. Frei, edited by George Hunsinger and William C. Placher (Yale University Press; 192 pages; \$26.50). Discusses the classification of Christian theologians in terms of whether they view theology as primarily an academic discipline or as an internal activity of Christian communities.

SCIENCE

How-Doing Gadamer on Education, Politics, and History: Applied Hermeneutics, edited by Dieter Misgeld and Graeme Nicholson, translated by Lawrence Schmidt and Maurice Keenan (Stanford University Press; 186 pages; \$17.95). Includes 25 papers written by the German philosopher early in his career, including previously untranslated material.

The Shaker Experience in America: A Political Philosophy, by Hans W. Frei, edited by George Hunsinger and William C. Placher (Yale University Press; 192 pages; \$26.50). Discusses the classification of Christian theologians in terms of whether they view theology as primarily an academic discipline or as an internal activity of Christian communities.

Philosophies of Epistemology in Islam, by Mehdi Haifi Yuzil (State University of New York Press; 232 pages; \$49.50 hardcover, \$16.95 paperback). Discusses the Islamic concept of knowledge by immediate and intuitive awareness; includes comparative discussion of such Islamic and Western philosophers as Ibn Sina and Kant and Schopenhauer and Russell.

The Public and the Private in Aristotle's Political Philosophy, by Judith A. Seaver (Cornell University Press; 31 pages; \$32.95). Argues that Aristotle's vision of the well-being of the political order is based on the establishment of a dynamic equilibrium between the public and private.

Religious Realism: Direct Knowing in Religion and Philosophy, by Edward Polk (Cornell University Press; 240 pages; \$39.95). Develops a radical realist epistemology that challenges the "linguistic consensus" in Anglo-American philosophy by arguing that the interface between the knower and the world is prior to the relationship between language and the world.

Intergenerational Pragmatism, and the Spiritual Life, by Henry Samuel Levinson (University of North Carolina Press; 31 pages; \$39.95). A study of the Spanish-born American philosopher George Santayana (1863-1952); argues that various scholars have underestimated his role in the tradition of American pragmatism.

Intel and Revelation: The Philosophy of Paul Rosenzweig, by Stéphane Hessel, translated by Catherine Tiernan (Wayne State University Press; 318 pages; \$39.95). Translation of a 1981 French study of the German Jewish philosopher and theologian who lived from 1886 to 1929; focuses on his 1921 work *The Star of Redemption*.

Days of the Letter: A Reading of Lacan, by Jean-Luc Nancy and Philippe Lacoue-Labarthe, translated by François Raffoul and David Pettingrew (State University of New York Press; 151 pages; \$24.50 hardcover, \$10.95 paperback). Translation of two contemporary French philosophers' study of the 1957 essay "The Agency of the Letter in the Unconscious or Reason Since Freud" by Jacques Lacan.

Political Science

Bad Medicine: The Prescription Drug Industry in the Third World, by Milton Silverman, Min Lydecker, and Philip R. Lee (Stanford University Press; 384 pages; \$29.95). Discusses fraud and other abuses by local drug companies in developing countries.

MUSIC

Musical Soliloquy: Musical Scholarship in the Italian Renaissance, by Ann E. Moyer (Cornell University Press; 256 pages; \$47.95). Discusses spiritual, political, and economic motivations that prompted ancient Athenians to establish new cults, including those of Pan, Artemis Aristoboule, Theseus, Bendis, and Asklepios.

Music and the Soul: Myths and Realities, by Frank J. Sorabji (Yale University Press; 288 pages; \$27.50). Discusses developments in American musical financing since the reform prompted by the Watergate affair.

Mystical Sovereignty: The Politics of Central Banking in Western Europe, by John B. Goodman (Cornell University Press; 248 pages; \$29.95 hardcover, \$12.95 paperback). Links variations in the degree of central-bank independence to differences in monetary policy across countries; focuses on the Deutsche Bundesbank, the Banque de France, and the Banca d'Italia.

The Myth of the Independent Voter, by Bruce E. Keith and others (University of California Press; 241 pages; \$35 hardcover, \$13 paperback). Argues that American political commentators have overstated the phenomenon of declining party affiliation, and that more self-described "independents" in the electorate lean strongly toward

the Democrats or the Republicans, leaving only a small segment truly independent of either major party.

The Politics of Black Empowerment: The Transformation of Black Activists in Urban America, by James Jennings (Wayne State University Press; 233 pages; \$29.95). Discusses changes in black political approaches since the late 1960's.

Thinking the Center: Party Politics in Nineteenth- and Twentieth-Century Chile, by Timothy R. Scully (Stanford University Press; 304 pages; \$42.50). Discusses the development of three distinct ideological tendencies in Chilean party politics to events during three periods of the country's history—1857-1861, 1920-1932, and 1952-1958.

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Philosophy

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Personal & Professional

A group of 738 faculty and staff members at Stanford University took out a full-page ad in "The New York Times" to express their outrage over a jury's acquittal of four police officers in the beating of Rodney G. King.

While some on the Stanford campus endorsed the ad, others criticized the \$19,700 expense, saying the money would have been better spent helping people recover from the riots in South Central Los Angeles.

"We felt \$19,000 would put a very small dent in Los Angeles," said Bonnie Hale, who works in Stanford's office of sponsored projects and served on the committee that organized the ad campaign. "We wanted to capture the attention of policy makers."

The ad was headed "... and justice for all." It depicted an American flag, with the names of the contributors forming the flag's stripes. In place of stars, the ad had a message calling on other campuses to address issues of racism and the "abandonment of our cities."

Most people whose names appeared in the ad contributed \$25, while a few gave more. Ms. Hale said Stanford employees who gathered after the riots wanted "to express some sort of solidarity with students dismayed by the verdict."

Faculty unions last year spent less time organizing new bargaining units and more time improving services to their current members.

That was one of the findings of the National Center for the Study of Collective Bargaining in Higher Education and the Professions, which publishes an annual summary of union activities. The center, based at the City University of New York's Bernard M. Baruch College, reported that nearly 229,000 professors were represented by collective-bargaining agents last year—2 percent more than in 1990. It attributed the increase to improved reporting rather than to a rise in unionization.

Only two faculty unions representing full-time professors were certified in 1991. They were at Butler County and Sussex County Community Colleges. Unions representing adjunct professors in the Vermont State College System and teaching assistants at the University of Wisconsin at Milwaukee were also certified.

Three unions staged strikes last year. They represented the faculties at Carl Sandburg College and the University of Bridgeport, and teaching assistants at the University of Massachusetts at Amherst.

Joel M. Douglas, director of the center, believes the slowdown in unionization was due partly to the absence of new legislation that would allow collective bargaining in more states. In states that allow it, he says, faculties that wanted to organize have already done so.



"America's schools need fundamental, structural change. Not tinkering around the edges."

Whittle Communications placed this ad, with a photograph of Benno C. Schmidt, Jr., in newspapers last week to describe the private-school project he'll lead.

Professors and Female Administrator on Minn. Campus Receive Death Threats

By COURTNEY LEATHERMAN

Federal and local authorities are investigating death threats made against a female professor and members of her department who were to participate in workshops aimed at improving the campus climate for women.

According to the Minneapolis *Star Tribune*, the leaflets stated that the "Imperial Council of the Deer Hunter" would kill any professor who participated in the workshops, which Ms. Featherman had required for all members of the history and industrial-engineering departments.

Pets, Children, and Spouses'

Harry A. Michalick, director of the campus police department, said the leaflets also contained threats to kill the "pets, children, and spouses" of the participants, and encouraged others to assassinate Judith A. Trolander, a history professor who has criticized the university's and her department's treatment of women.

Mr. Michalick said that investigations had not linked the earlier threats with the latest one. Others on the campus think

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President Quits Yale to Develop Network of Private Schools
Some wonder how university will deal with finances in future

By LIZ McMILLEN

The announcement last week by Benno C. Schmidt, Jr., that he would leave the presidency of Yale University to head a new private-school venture stunned many people on the campus and left some wondering how the university will deal with its financial woes.

Mr. Schmidt, who has served as Yale's president for six years, plans to head the Edison Project, a venture that will develop a national network of for-profit private schools. The venture is operated by Whittle Communications, known for its "Channel One" television news programs, now shown in about 10,000 schools.

Mr. Schmidt's departure caps a tumultuous year at the university, which has seen two other top administrators step down, difficult contract negotiations with staff members, and a contentious battle over how to cope with Yale's most severe financial problems in recent memory.

\$1.5-Billion Fund Drive

Just last month, the university embarked on a five-year, \$1.5-billion fund-raising drive, higher-education's largest. The campaign has already collected \$600 million, and Mr. Schmidt, who has raised more money for Yale than any other president, was seen as a critical figure in the drive.

Mr. Schmidt said that he was sad to leave Yale but that he believed the university was stronger than ever. "Yale is great. It's going to be great," Mr. Schmidt said at a news conference in Washington last week. "But our higher-education system is atop an increasingly shaky foundation."

Mr. Schmidt said Christopher Whittle, chairman of Whittle Communications, had approached him two years ago about joining the Edison project. "He began by saying, 'You're going to think I'm crazy, but . . .'" Mr. Schmidt said.

"I thought it was a little odd to contemplate leaving one of the most prestigious and creative institutions in the world to carry out a program that is not in existence and one that involves some risk." But he said he was convinced that what the country needed was "what the historians call a paradigm shift. And the only way to do that is to put into place a new system."

From Day Care to High School

As president of the Edison Project, Mr. Schmidt will be working with a team of educational theorists, journalists, and business people to develop an innovative educational model running from day care to high school. Opening the schools may cost as much as \$2.5-billion, and Mr. Schmidt is expected to turn his considerable fund-raising skills to drumming up investors. The first 200 schools are slated to open in 1996.

Mr. Schmidt is expected to serve as president of Yale until the end of this year. Vernon R. Loucks, Jr., the senior fellow

Continued on Page A16

SEEKING COHERENCE IN THE CURRICULUM

At St. Lawrence U., a Controversial Course for Freshmen Seeks to Encourage a More Intellectual Campus Climate

By CAROLYN J. MOONEY

CANTON, N.Y.

In the mid-1980's, a group of faculty members at St. Lawrence University sensed something disturbing about the student culture at their small, liberal-arts institution.

"There was a certain dominant ethos that was anti-intellectual," recalls Grant Conwell, an associate professor of philosophy.

It was an ethos, he says, that was defined both by the Greek system, which nearly half the students here joined, and by a student body that was, and still is, largely white, affluent, and Northeastern. (And outdoorsy: As one student here puts it, "There's, like, peer pressure to get a mountain bike.")

Thus began a series of informal discussions aimed at creating a more intellectual climate on this small-town campus of old stone buildings and grassy quadrangles. The result was an unusual—and controversial—first-year course, now four years old, that is taught exclusively in freshman dormitories remodeled to accommodate classrooms and academic lounges.

Taught by teams of three professors, to interdisciplinary course, most recently called "The Human Condition," built around the themes of community and identity and emphasizes critical thinking, writing, and public speaking.



Richard Guarasci, the dean of university programs and founding director of the course: "The residential component is the defining element. Material flies into the classroom."

This past academic year, one group started out examining ecological communities by conducting field experiments, then went on to cover evolution, human behavior and communities, and cultural differences in society. They read works by Plato and Hobbes, plus contemporary texts such as Marge Piercy's *Woman on the Edge of Time*.

The struggle to develop a program to challenge first-year students is playing out on an increasing number of campuses. Under pressure to improve undergraduate education and offer students closer contact with professors, more institutions are offering freshmen small classes that explore interdisciplinary themes. Some are also examining the

sequence in which students take their courses, and in some cases are adding senior-year "capstone" seminars aimed at synthesizing what students have learned.

A major idea behind the program here was that students who lived together would also share intellectual experiences, blending academics and student life inside and outside the classroom.

"I got to know my students so well, I influenced them as whole people," says Eve W. Stoddard, an associate professor of English who has taught in the program.

Says Richard Guarasci, dean of university programs and a government professor: "The residential component is the defining element. Material flies into the classroom."

Debate Over Bathrooms

A case in point: When one section of students—who had been studying the political theory of social contracts—found themselves in a heated debate over whether their dormitory's bathrooms should be single-sex or co-ed, they took up the issue in class. Inspired by Rousseau, perhaps, they resolved the issue with their own social contract of sorts. (Bathrooms on two of the three floors were designated single-sex, while

Continued on Following Page

At St. Mary's College, Seniors Embark on Journeys Within Their Majors

By DENISE K. MAGNER

ST. MARY'S CITY, MD.

Robin Bates, who teaches English at St. Mary's College of Maryland, took 25 seniors on a journey of self-discovery inside his classroom this past semester.

His seminar introduced the seniors—all English majors—to literary theory. But it also gave them a chance to explore questions about themselves that most hadn't considered in an academic way before. Questions like: What attracted you to literature? Why are you drawn to some works and not others? And why did you decide to pursue "the study of stories" in college?

A different sort of intellectual journey awaited seniors majoring in social sciences at the college. James Conrad, an assistant professor of political science, taught a seminar for them under the sobering title: "The U.S. in the 1990's: The End of the American Dream?"

Both courses satisfy the college's requirement that all students take a senior seminar within their major.

Many colleges are now experimenting with the concept of senior seminars, partly in response to criticism that the college curriculum has lacked coherence. In addition, many campuses are creating new courses for freshmen.

Last year, in a report on undergraduate majors, the Association of American Colleges recommended that academic



Robin Bates, an English professor: "Students love this assignment. They realize that literature has entered into their deepest conflicts at different moments in their lives."

departments seek to pull together the major in a final "capstone" course or some other senior-year experience.

to its 1,500 students. They must take a year-long sequence of courses on Western civilization as well as classes in philosophy, the arts, biology, physical sciences, and other disciplines.

The idea behind the senior seminars is "to make certain that students get an interdisciplinary perspective within the major," says Provost Melvin B. Endy.

In reality, he says, "that happens

more in some academic divisions than in others": Senior seminars in biology and chemistry tend to concentrate on themes in their own fields, while those for social-science majors have been more successful in taking an interdisciplinary approach.

The seminars have another purpose, he says: "To enable students to demonstrate their mastery—if that's not too strong a term for undergraduates—of the skills necessary for that major."

Interviewing the Professors

One afternoon in Mr. Bates's seminar, students are seated around a large wooden table inside what used to be the president's house on the campus. It's an unusual classroom—with ivory-colored curtains on the windows and flowery wallpaper in navy and beige—but it seems to reflect the more personal nature of the course itself.

The students are reporting back on an assignment: They were to interview a member of the literature faculty who had influenced them, and to describe what literary theory that professor espouses.

One senior tells of a faculty member who characterized her approach to literature as Marxist and feminist. Another describes a professor who "practically despises" literary theory. "She said the

Continued on Following Page

More Intellectual Campus Climate Is Aim at St. Lawrence University

Continued From Preceding Page
the third was designated co-ed at night and for women at other times.)

The rewards of the course are not always so tangible, and four years later St. Lawrence's first-year program remains controversial. The faculty recently voted 95 to 65 to keep it in place, but agreed to several changes to appease critics. Among the complaints: The course has too many goals, fosters "politically correct" ideas, requires professors to teach out of their field, and diverts faculty members away from departments.

Students are equally divided. Some see the course as a burden; others say they cannot appreciate its breadth until several years after they take it.

"Some come with chips on their shoulders and view it as *in loco parentis*," says Mr. Cornwell, now the program's coordinator. They would prefer to be anonymous in class, he adds, but they can't be.

Vigorous Debate

Small liberal-arts campuses have an edge over large universities in making curricular reforms. Nonetheless, St. Lawrence, with its 2,000 students, was hardly immune to the academic politics common in general-education battles. Over the past few months, professors here have been vigorously debating the course's future.

Some suggest the debate reflects a split between more-traditional professors reluctant to give up in-

tomy and newer colleagues who, by raising issues of race, gender, and class, hope to expand students' attitudes.

One of the program's most outspoken critics, Tom Budd, a biology professor, offered a resolution this spring to abolish the course. "It's a one-size-fits-all philosophy," he says. He contends that the course's science component is superficial, and that its advising system—professors advise all students in their discussion groups—hurts science majors. Others complain that departments must cancel classes when they lose professors to the program, and that there is pressure to teach in the program.

Mr. Budd's resolution failed, but he notes that 40 per cent of the faculty voted against the program in the recent balloting. "I don't think there are enough people here who are dedicated to it," he said.

Advocates of the program, though, predict that the university will continue to give it a high priority, as it has since its inception. St. Lawrence initially spent \$1.8-million to renovate three dormitories. Now professors are expected to support the program's goals. Those who make a three-year teaching commitment get a semester's sabbatical afterward as an incentive. And the program is now a St. Lawrence trademark, featured prominently in its literature.

The discussions that led to the freshman program began around 1984. A two-year study led to a series of broad recommendations ap-

At St. Lawrence U., a First-Year Course Is Taught in the Dormitories

Description: Since 1988, St. Lawrence University has required all freshmen to take a year-long interdisciplinary course taught in the dormitories. The course, "The Human Condition," was developed to encourage a better blending of academics and student life. It is built around the themes of community and identity and emphasizes critical thinking, writing, and public speaking through a reading list that includes canonical and contemporary texts.

Format: All freshmen are assigned to a residential "college" located in the dormitory where they live. Freshmen dormitories house classrooms and academic lounges. Each college has 45 students who meet twice a week as a group and twice a week for smaller seminars that might be held in a dormitory lounge. In each college, the course is team-taught by three professors.

Requirements: The course is being revised so that colleges will no longer share a common reading list, but they will still address common themes of community and identity. In academic 1991-92, students in one college started out examining ecological communities by doing field experiments, then went on to cover evolution, human communities, and cultural differences due to race and gender. Assignments include numerous oral projects, group skits, papers, and films.

Reading List: It varies across colleges, but students have routinely studied works by Plato, Hobbes, Marx, Locke, and other canonical authors, along with texts that explore cultural and gender differences, such as Carol Gilligan's *In a Different Voice*.

proved by the faculty in 1986. But the content wasn't determined until those teaching in a pilot program hashed out the particulars at a retreat in the Adirondacks.

No Common Discourse

Says Mr. Gurrasci, the program's founding director: "We had no common discourse. There were times when we thought, This is not going to work. We made a decision: The course content would be shaped by those in the

program. We were living what we were asking students to do."

Eventually, the theme of "identity" became the connecting glue in the course, which has been required since 1988.

The course works like this: Students are assigned to one of 10 separate residential "colleges" housed in freshman dormitories. Each college, which might be an entire dormitory wing, has 45 students who meet twice a week as a group, then break up for small sem-

Personal & Professional

inars that might be held in the dormitory's lounge.

One day in the 1991-92 academic year, a discussion group from one of the colleges was going through an exercise called "The Meeting of the Minds." It was early in the morning, and the students, some of whom appeared to have just climbed out of bed and trudged down the hall, were slouched on couches in the dormitory lounge.

Boning Up on Marx

They were fine-tuning the presentations they would give later. Each had been asked to play the part of a major thinker whose work the class had been studying. "Hobbes" and "Marx" were grilled on their views, then got a chance to challenge their fellow thinkers—in character.

Leading the seminar was a husband-wife team of geologists, Catherine Shrady and John Burnsall. (They share a faculty position.) Afterward, they discuss the difficulties that scientists in the program face. Both, for example, had to bone up on Marx and were expected to correct papers for the 15 students in their group.

Says Mr. Burnsall: "This is my first involvement with the great social thinkers. I've gotten a lot out of it. Unfortunately, there isn't enough time to do it justice."

Because of such complaints, future versions of the course will cover less ground. Identity will remain a common theme, but the common reading list will be scrapped. The second semester will focus on a research project.

Meanwhile, at the other end of

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At St. Mary's College, Seniors Embark on Journeys of Self-Discovery Inside the Classroom

Continued From Preceding Page
ory was political and people use it to get power," the student says.

The assignment is the final piece of a three-part "reading history" that the students complete during the seminar. In the first part of the assignment, they wrote about five stories—whether in the form of fiction, poetry, or drama—that affected them as a child or adolescent. Then they wrote about their high school experiences, how they became interested in the field, and what literary theories their teachers advanced. Finally they wrote about a literary theory that had become important to them as undergraduates, and about a faculty member who had most influenced them at the college. The finished product ends up being 15 to 20 typed pages.

It's Kind of Therapeutic

"Students love this assignment," says Mr. Bates, an associate professor of English. "They realize that literature has entered into their deepest conflicts at different moments in their lives."

Danielle R. Chappell, a senior in the course, says she was skeptical about it at first because the subject sounded "sketchy." She's changed her mind.

"This was a way to be introduced to literary theory without taking a theory class," she says. "And it gets you to think about why you read what you read, why

Senior Seminars at St. Mary's College of Maryland

Description: Students at St. Mary's College might be assigned to write within their major. The seminars are supported by grants from the major in an interdisciplinary context.

Format: Assignments typically involve writing a paper, doing research, writing a research project, or leading a class discussion.

Example: Following are some of the courses that might be available this academic year:

- A seminar for English majors focused on what they know we are drawn to, why we study it, then write a thesis. Students read books including *Literary Theory: An Anthology*, *Contemporary Selected Stories* by Andre Dubus, and *Women Writing in Latin America* by Silviano Bronte.

- The seminars for students in social studies include a seminar designed this academic year around the theme of the environment. Students read texts including *Rebel, Revolution, Resistance: The Middle Class by Barbara Ehrenreich*, *The Politics of the Market and Post-Industrial Capitalism* by Michael Phillips, and *Capitalism and the Working Class* by John Phillips.

- Seniors majoring in biology and environmental studies will be in a seminar that revolved mainly around issues of ecology, including presenting research on a topic in the field.

she says. "I have more power now to decide how I want to go about studying literature."

Mary E. Bernard, also a senior in the course, says it has helped her understand how she was influenced by her professors' theoretical approaches to literature.

"I realize now how many different ways I've been pushed and pulled by different professors."

Senior Thesis Considered

The assignment, Ms. Glidden says, gets students to "take on the role of the instructor. They are frequently very anxious. But what invariably happens is that an atmosphere of rapport develops."

Students in her seminar also write a research paper on a topic in the field, not necessarily related to longitudinal research. This year one student wrote about public attitudes toward the environment, while another chose the effects of day-care programs on the social development of children.

Ms. Glidden, who has been a faculty member at the college since 1976 and also directs the honors program, says the senior seminars test students' abilities to write, think, and speak coherently.

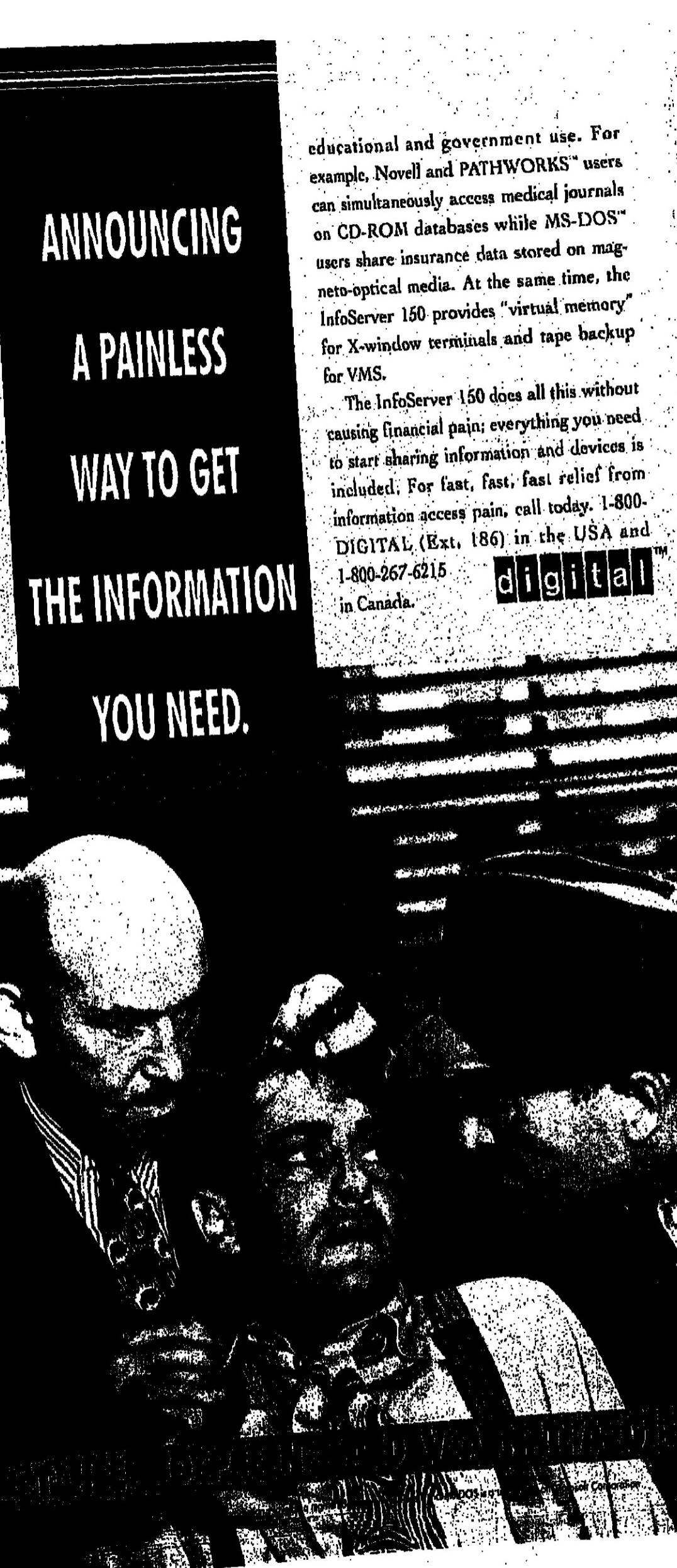
"Of all the courses I teach," she says, "there is none other where the faculty member sits almost as a co-classmember. Students really take major responsibility for what's going on in the classroom."

While faculty members seem generally satisfied with the senior seminars, a debate is under way about whether the concept should be expanded to require students to complete a senior thesis. Mr. Endy, the provost, has suggested that students spend one semester in a senior seminar and a second on a senior thesis.

The question of requiring a senior thesis is part of a larger debate on the campus. Last October, St. Mary's was designated an honors college by the State of Maryland, and the campus is now discussing what that means for its curriculum.

Currently, the only students required to write a senior thesis are those in the college's formal honors program. Some faculty members support the idea of requiring all students to write a senior thesis, but doubt that the college has enough professors to provide the kind of guidance students would need. Others say not every student is capable of writing a thesis.

A decision is several years off, Mr. Endy says. "The senior seminars are a good communal experience for students in a major," he says. "A senior thesis is a much more lonely project—a rite of passage to the outside world."



President of Yale Resigns to Develop Network of For-Profit Private Schools

Continued From Page A12
of the Yale Corporation, said the corporation would appoint an acting president to serve until a new chief is selected.

Mr. Loucks and other trustees were full of praise for Mr. Schmidt, saying he had helped mend labor and town-gown relations, raised a massive amount of money, and forced the university to come to grips with its fiscal future.

The first news of Mr. Schmidt's plans came at a meeting of the Yale Corporation last week, hours before the university's commencement exercises. "I think we were all quietly stunned," said Linda K. Lorimer, president of Randolph-Macon Woman's College and a member of the Yale Corporation.

Surprised by the Timing

Some professors and students grumbled about the way the president broke the news: He and Mr. Whittle met with a reporter from *The New York Times* three days before he told anyone on the campus. Apparently only Mr. Loucks knew about Mr. Schmidt's plans.

Others were surprised by the timing of Mr. Schmidt's departure, coming before the university had resolved its budgetary problems. "This has been a tough year all

around, but I think a lot of the problems had been solved," said Robert E. Apfel, a professor of mechanical engineering.

Yale became embroiled in controversy when a "restructuring" committee issued a series of drastic recommendations to deal with a \$15-million deficit and the university's deteriorating physical plant. The committee sparked a great deal of anger and criticism among faculty members.

That criticism apparently led to the resignation two months ago of Frank Turner, who as university president served as head of the re-

structuring committee. Judith Rodin, currently the dean of the graduate school, will replace Mr. Turner in July. Some professors privately said they believed Mr. Turner had been "sacrificed," allowing Mr. Schmidt to move ahead with another budget-cutting plan that had the backing of the faculty.

Donald Kagan, the dean of Yale College, also announced his intention to resign. Donald Engleman will serve as acting dean until a replacement is found.

Although some faculty members are worried about Yale's leadership, others see no cause for great concern. "It needs to be understood that the permanent officers of the university are the faculty," Ms. Lorimer said. "They are the true stewards of the place."

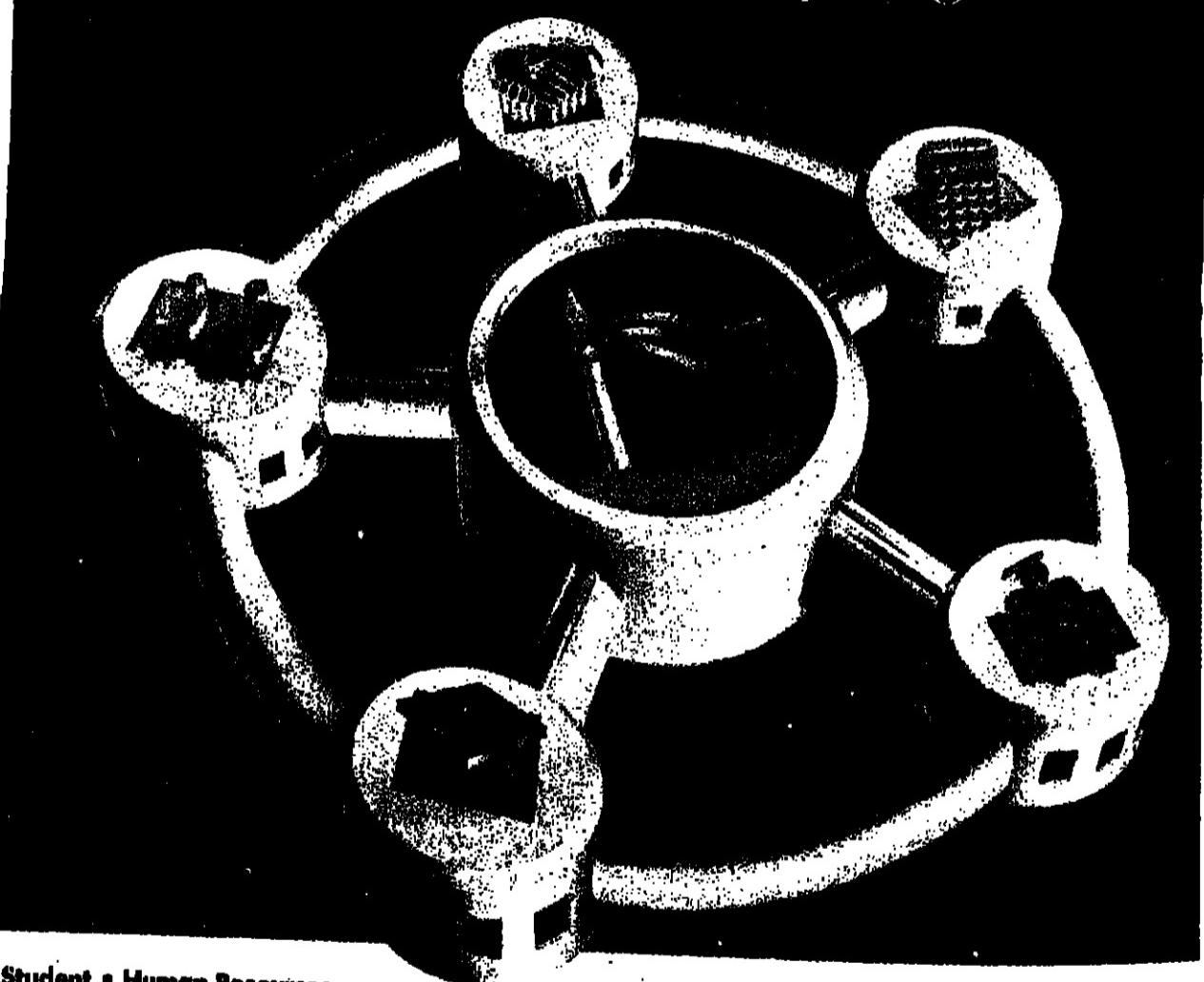
St. Lawrence Offers Freshman Course

Continued From Page A14
The dormitory, Joe Kling, a government professor, was watching his seminar group conduct its version of "The Meeting of the Minds." The students were presented with a conflict and asked to carry on a group dialogue in character. (At times it was a stretch: As one group discussed why more women don't seek powerful roles in society, "Plato" interjected: "What about that Ferraro chick?" He was referring to Geraldine Ferraro, the 1984 Democratic vice-presidential candidate.)

When interviewed later, the students give mixed reviews about the course's emphasis on cultural difference. John Andrejkovic approves: "Being from a small town, you're not aware of racism and homophobia," he says. Another student says he is more tolerant of homosexuality—but not much more. "The 20-foot rule may become the 10-foot rule," he says.

Such comments don't discourage Mr. Kling, an early advocate of the course. "What this does is create a group-life model rather than a hotel model in each dorm," he says. "The whole thing is about giving voice to difference. Even students who hate the course are compelled to engage in a discourse that makes them think critically about their world."

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Ms. Karon said she believed the history department would have productive discussions. Instead, the workshops were seen by professors as punishment, she said.

Roger A. Fischer, the history department's chairman, conceded that some professors resented the workshops. But when asked if anybody was angry enough to take action against Ms. Trolander, he said, "in terms of writing a terrorist threat, goodness, no."

To calm fears on the campus, the university made the workshops voluntary, sent students letters denouncing the threats, and publicly condemned the incidents.

On Line

Thanks to a mathematics professor at Bryant College, researchers can now use a computer to search the historical records of an old New England cemetery.

About three years ago, Alan Olinksky developed a data-base program for the 55,000 cremation and interment records of the Swan Point Cemetery in East Providence, R.I. Before that, researchers had to comb through file cards containing the records, the earliest of which date back to the cemetery's founding in 1846.

People working on genealogical charts and authors doing historical research should find the computerized records useful, Mr. Olinksky says. "There are some very famous people there," he says—among them General Ambrose Burnside and the economist and publisher Charles Henry Dow.

Students at Lehigh University can watch live broadcasts in 30 languages in a new television lounge called the World View Room.

The university brings in foreign news and cultural programs by satellite from Asia, Europe, the Middle East, and Russia over the Satellite Communications for Learning Network, or SCOLA. Students can view the programs Monday through Friday on a large-screen rear-projection television. The lounge also has monitors for shortwave-radio broadcasts and racks with an assortment of foreign-language periodicals.

The World View Room, which opened last fall, lets students immerse themselves in a foreign language and culture, says Victor G. Zabolony, the director. "They can hear a language as it's spoken in real life and pick up clues about the culture that they wouldn't find in a textbook."

As a cost-cutting measure, the University of California has replaced "UC Clip Sheet," a printed publication for the news media, with an electronic news service.

The service, called "uc NewsWire," offers stories under 46 different headings, ranging from agriculture to veterinary medicine. The stories are released from the president's office and from the public-information offices on the system's nine campuses, five medical centers, and various research centers.

To see what's available on the news service, journalists can select a topic from a story menu. The computer screen shows them the date and source of every story and provides a brief description of its content. It also indicates the amount of time it will take to download the pieces.

Journalists with a personal computer and a modem can gain access to the news service by calling (800) 395-5266.

Information Technology

Major Scholarly Publisher to Test Electronic Transmission of Journals

Elsevier's experiment will examine the economic, legal, and technical issues

By DAVID L. WILSON

One of the world's largest publishers of scholarly journals has begun an experiment that will eventually make some of its materials-science journals available over computer networks.

The project—the University Licensing Program, or TULIP—is believed to be the first attempt to make published, copyrighted material available over the Internet, a network of computer networks. Elsevier Science Publishers will make 42 of its materials-science journals available to colleges and universities that participate in the experiment.

Electronic distribution of journals is a cherished goal of researchers because of the speed with which the material can be distributed and of a significant saving in costs. Publishers, however, have been slow to embrace the concept because they are concerned that users could easily pirate copies of protected works using computer technology, and because of problems in the transmission itself.

15 Universities Take Part

About 15 universities have expressed interest in the Elsevier experiment, including Carnegie Mellon, Cornell, Harvard, and Princeton Universities; the Massachusetts Institute of Technology; and the University of California system.

The project will examine the economic, legal, and technical issues involved in electronic transmission of journals, says Karen Hunter, vice-president and assistant to the chairman of Elsevier.

"Another project objective is to study user behavior," Ms. Hunter says. "What do people really want? How do they use this information? Is it really helpful to have it on the network this way?"

It is imperative that publishers find answers to those questions soon, she says. The cost and number of journals keep rising, and budgets in academe are not keeping pace. "We know that the universities can't afford to continue to buy journal subscriptions if these trends continue," she says.

Better Means of Delivery

Publishers are desperately trying to come up with better means of delivery for the information contained in their paper journals. "If no one's using our information, we're out of business," Ms. Hunter says. "The current market is not desirable for either side."

Instead of strings of letters, TULIP will post "pictures" of pages from the journals. The images will be electronically copied from the finished journals, much as a facsimile machine makes a copy of a document and sends it over telephone wires.

One of the biggest roadblocks to the development of electronic, peer-reviewed scholarly journals has been the difficulty of transmitting graphics in a timely fashion. TULIP sidesteps that problem by not transmitting a free-standing graphic of a table or a chart, which creates certain technical



DON HAMERMAN FOR THE CHRONICLE
Elsevier's Karen Hunter: "If no one's using our information, we're out of business. The current market is not desirable for either side."

problems. Instead, TULIP incorporates the graphic in an image of the full page, which is easily transmitted and received.

That creates new problems, however. When data are stored electronically as individual letters, computers can look for key words and phrases. The ability to do keyword searches is one of the most powerful tools that data bases can offer researchers.

But because the data stored under the TULIP system will exist only as a series of pictures, not as letters and words, such searches will be impossible. Ms. Hunter says that the project, which is expected to last three years, eventually will give users that capability.

Limitations and Enthusiasm

Despite the limitations, participants say they are enthusiastic about the program and its potential.

Greg Anderson, associate director for systems and planning for the M.R. libraries, says: "People do want to search within the documents themselves, and that won't be possible, but they will be able to do bibliographic searches."

Continued on Page A20

TECHNOLOGY UPDATE

- Students at Stanford file records electronically with registrar
- U. of Cal. at Davis encourages some on staff to work at home
- Project's network would print books and journals on demand

Stanford University has replaced most of the traditional paper forms that students filed with the registrar with a system that lets them file and receive information by computer.

Budget and staff cutbacks forced the registrar's office to develop less expensive ways of letting students check on their academic records, sign up for courses, and update their files. "This isn't an alternative way of doing business. We don't accept paper for those things anymore," says Elizabeth Hodge, systems-development analyst.

Each student is given a personal identification number, based on combinations of familiar numbers, such as birth dates and Social Security numbers. The numbers provide some security for the sensitive data in the system. Students can gain access to the system over the campus network from a campus-based computer or from home, using a modem.

Other divisions of the university, such as the financial-aid and housing offices, are interested in using the system, Ms. Hodge says.

For more information, contact Ms. Hodge, Registrar's Office, Old Union 138, Stanford University, Stanford, Calif. 94305-3005; (415) 723-6226; ELIZABETH.HODGE@STANFORD.EDU.

Administrators at the University of California at Davis have been encouraging members of the technical and support staff to work at home, using comput-

ers, facsimile machines, and telephones.

Dennis W. Shimek, associate vice-chancellor for employee relations, says the university started the "telecommuting" program about a year ago to help reduce demands on the state's transportation system, ease congestion in parking lots, and reduce stress on the university's physical plant.

Mr. Shimek says the institution and most program participants already had much of the equipment for telecommuting. "There was little additional expenditure needed for hardware," he says.

Several dozen staff members have taken advantage of the policy so far, Mr. Shimek says. The university is about to begin a study to see how the program is used and how effective it is.

"We think the program is a great help for people who have domestic responsibilities that might sometimes conflict with the job, such as a sick child," Mr. Shimek says. "Faculty members have been telecommuting for years. We're just trying to let other people make use of the technology."

For more information, contact Mr. Shimek, Mruk Hall, University of California, Davis, Calif.; (916) 752-3383; DWSHIMEK.EDU@BITNET.

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The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

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Admissions. "College Selection Service 1992," for IBM PC and compatibles. Lets students select four-year colleges from among 1,900 accredited institutions using such criteria as academic level, athletic and campus activities, campus setting, cost, enrollment, geographic location, and more. \$165. Contact: Peterson's, Box 2123, Princeton, N.J. 08543-2123; (800) 338-3282 or (609) 243-9111.

Literature. "Poesia Hispanoamericana," for Apple Macintosh. Requires "HyperCard." Annotated anthology of Spanish American poetry includes selections from major works from the beginning of Modernism to the present. "HyperCard" stacks designed to supplement advanced Spanish-literature courses; includes biographical information about authors, commentary, cross references, and vocabulary definitions; \$29; quantity discounts available. Contact: Intellimation, Department GAO, Box 1530, Santa Barbara, Calif. 93116-1530; (800) 346-8355 or (805) 685-2100.

Art. "Spatial Ware: Principles of Perspective," for Apple Macintosh. Requires "HyperCard." Interactive, three-dimensional, animated stacks illustrate fundamental principles of perspective drawing; includes principles of rectangular space, eye-level lines, vanishing lines and points, inclined planes, and perspective types; \$45; quantity discounts available. Contact: Intellimation, Department GAO, Box 1530, Santa Barbara, Calif. 93116-1530; (800) 346-8355 or (805) 685-2100.

Biology. "Mitosis and Meiosis," for Apple Macintosh. Requires "HyperCard." Animated interactive tutorial helps students understand processes of mitosis and meiosis as an animal cell progresses through stages of division; \$32; quantity discounts available. Contact: Intellimation, Department GAO, Box 1530, Santa Barbara, Calif. 93116-1530; (800) 346-8355 or (805) 685-2100.

Biology. "TAADS," for Apple Macintosh. Requires "HyperCard." Introduces students to biology laboratory techniques and the scientific method through a simulation game about TAADS, imaginary organisms that inhabit planets with unusual topography; lets students collect data, perform experiments, and consult with peers to formulate conclusions; \$42; quantity discounts available. Contact: Intellimation, Department GAO, Box 1530, Santa Barbara, Calif. 93116-1530; (800) 346-8355 or (805) 685-2100.

Mathematics. "Personal Tutor, Algebra I: First Degree Equations," for Apple Macintosh. Gives beginning algebra students extra help with one-step, two-step, and multi-step equations and formulas; \$45; quantity discounts available. Contact: Intellimation, Department GAO, Box 1530, Santa Barbara, Calif. 93116-1530; (800) 346-8355 or (805) 685-2100.

Mathematics. "Finance Tutor," for Apple Macintosh. Requires "HyperCard." Tutorial helps students understand the fundamental principles and routines of finance; uses animation, sound effects, and exercises to illustrate the dynamics of compound interest and inflation; \$39; quantity discounts available. Contact: Intellimation, Department GAO, Box 1530, Santa Barbara, Calif. 93116-1530; (800) 346-8355 or (805) 685-2100.

Mathematics. "Career Planning," for IBM PC and compatibles. Helps students identify their job interests, abilities, skills, and preferences and match them to occupations; gives brief descriptions of 70 current and "emerging" jobs with the education and training necessary to qualify for them; \$295. Contact: Peterson's, Box 2123, Princeton, N.J. 08543-2123; (800) 338-3282 or (609) 243-9111.

Events management. "CA-UpToDate," for IBM PC and compatibles. Requires "Windows." Lets users coordinate schedule, and manage meetings over a network; includes three reminders called Things to Do, Priorities, and Deadlines; provides pass-

help people do things a little bit better."

Eventually, he says, users will be able to call up documents from catalogues, proofread them, and make copies that are indistinguishable from a printed product. Computers would track the duplication of copyrighted material so fees could be assessed.

For more information, contact Mr. Hall, Harvard University, Office for Information Technology, 50 Church Street, Cambridge, Mass. 02138; (617) 495-3240; SHALI. @HARVARD.HARVARD.EDU.

—DAVID L. WILSON

Briefly Noted

■ The Congressional Office of Technology Assessment has issued a report, "Finding a Balance: Computer Software, Intellectual Property, and the Challenge of Technological Change," on issues of ownership and copyright of in-

formation in electronic form. The 236-page report is available for \$12 from the Superintendent of Documents, U.S. Government Printing Office, Washington 20402-0002; (202) 783-3238. The order number is 052-003-01278-2.

■ A list of textbooks for faculty members who use statistical software in business, engineering, mathematics, natural and social sciences, and other disciplines is available free from Minitab Inc., 3081 Enterprise Drive, State College, Pa. 16801-3008; (814) 238-3280.

■ *Human-Machine Interactive Systems*, a collection of essays on the implications of computing for communication edited by Allen Klinger, a professor of computer science at the University of California at Los Angeles, is available for \$79.50 from Plenum Publishing Corporation, 233 Spring Street, New York 10013; (800) 221-9369 or (212) 620-8000.

Information Technology

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Major Publisher to Offer Journals on Networks

Continued From Page A17
graphic searches in separate files that Elsevier will provide."

Mr. Anderson says the real attraction of TULIP is its potential to save library patrons time and allow for easy retrieval of information. "Our interest is in the service implications," he says. "The key advantage from a service standpoint is timeliness, being able to get the stuff quickly."

Ordinarily, he says, when someone needs a journal article, he or she must track it down, or ask a librarian to find it, photocopy it, and then send it along through some sort of delivery service. Having the material available on a computer at the push of a button makes the task much easier, he says.

September Deadline

Ms. Hunter says she hopes that TULIP will be active by September, but she acknowledges that time frames on such projects are notoriously inaccurate.

Unexpected technical problems have delayed similar projects, such as a new electronic publication being developed by the American Association for the Advancement of Science.

That publication, *The Online Journal of Current Clinical Trials*, was supposed to appear in April but has been delayed until July 1, says Patricia A. Morgan, director of publications for the AAAS. "There are enormous technical difficulties that must be overcome in these undertakings," she says. "We just miscalculated how quickly we could solve them."

The AAAS project is entirely electronic and therefore differs significantly from TULIP, Ms. Hunter says.

In addition to the technical problems of electronic journal delivery, the AAAS must persuade authors to submit high-quality papers in a new medium that may prove to be largely ephemeral.

"The AAAS is engaged in a heroic effort to establish true electronic publishing," Ms. Hunter says. TULIP offers simultaneous publishing in both print and electronic formats, so the Elsevier experiment does not face that hurdle.

Some of Elsevier's journals are already distributed on CD-ROM, and TULIP can be looked on as a step beyond the CD-ROM project, she says.

Seeking Hard Data

The point of TULIP is to give everyone involved in the process some hard data about how such information can be used, and what needs to be done to make widespread use of electronic journals possible.

"The universities want to learn how to deal with large volumes of journal information in electronic form on their networks," Ms. Hunter says. "Publishers need to develop new models of pricing and distribution. We think TULIP will help everybody get handle on what needs to be done."

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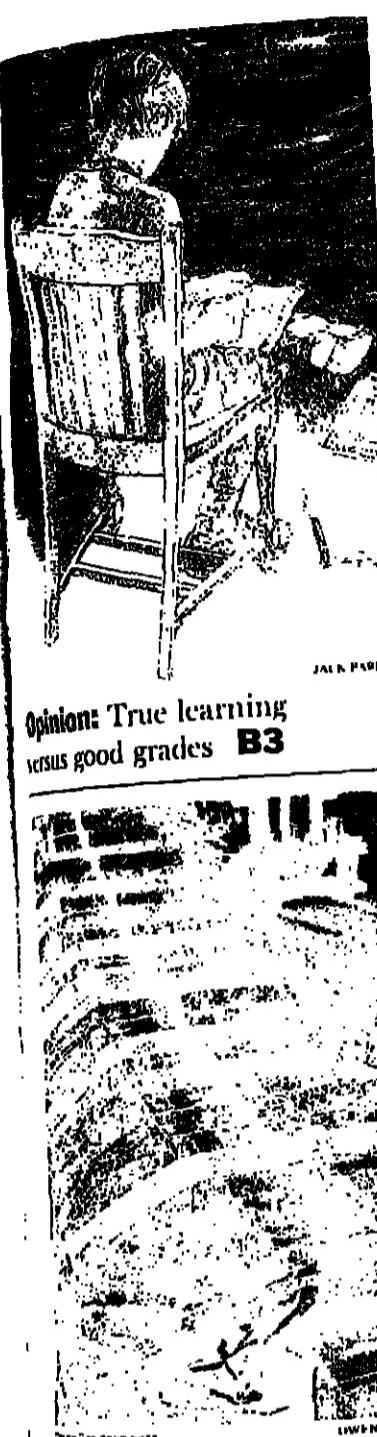


Photo by GENE KOST

LAWRENCE SPURRY

Educating the Leaders Who Can Resolve the Health-Care Crisis

Continued From Previous Page

development of new competencies in health professionals. These skills must reflect a changing reality in which:

■ Health-care issues will be addressed on a population-wide as well as on an individual basis.

■ An older and more ethnically, racially, and socially diverse population will demand better access to health care.

■ Increasingly complex medical technology will call for deeper examination of both medical ethics and the cost of care.

■ Greater sophistication will be required in managing and communicating information and knowledge.

As a result of such changes, health-care professionals will need a foundation in the social sciences, as well as in the clinical sciences. Understanding group dynamics, communications, the sociology and epidemiology of illness, and information management will be keys to successful practice.

Professionals must be prepared to work in teams and in non-traditional settings to deliver primary care. Programs that deliver health services in people's homes, at special sites for the elderly, and in schools will allow better coordination of care, fostering independence for patients and increasing the efficiency of the system.

PRACTITIONERS also must be prepared to work with patients who are active partners in maintaining their own health, since many patients are becoming increasingly knowledgeable about health care, more willing to assume responsibility for their health, and more demanding in seeking medical information and appropriate care. This will require more effective communication and counseling skills in health practitioners.

Practitioners also must understand how and when to use sophisticated technology. They must know how to use computers to gain access to enormous amounts of scientific information stored in computer data bases. They must be sensitive to the ethical issues that are becoming ever more urgent with the march of technology. (The fact that a book for the terminally ill on how to commit suicide shot to the top of *The New York Times* best-seller list is a clear signal that the health-care system is not addressing issues of deep concern to patients, including humane treatment that accepts terminal illness.) And practitioners must understand different cultural values in a society that is growing more ethnically and racially diverse. By some estimates, one-quarter of the population will be African American or Hispanic American by 2005, and that proportion is expected to increase.

To prepare health practitioners adequately, educators must examine the following areas:

■ The core curriculum. Are schools teaching students not only ethical guidelines but, even more important, ways of approaching and resolving ethical issues? Are universities teaching the skills and concepts required for communicating and collaborating with both colleagues and patients? Such issues require students to have a stronger base in the humanities and social sciences. Making room in the curriculum for such material may be eased by the fact that as professionals gain access to sophisticated computer systems, they will not need to devote as much time in their student years to absorbing crushing quantities of facts.

■ The teaching-learning process. Are

schools promoting problem-solving skills? In recent years, the emphasis on students as active learners has eroded. Expanding knowledge has led to a more reductionist, technical curriculum, with ever-increasing amounts of information crowded into lectures. In some cases, laboratory hours have been shortened to provide additional lecture time.

To be effective practitioners, however,

"Increasingly complex medical technology will call for deeper examination of both medical ethics and the cost of care."

students must do more than memorize facts; they must be actively and thoughtfully engaged with the material that they are being taught. The trend toward shorter hospital stays, under pressure from federal health-care regulations and private insurers, has detracted from the effectiveness of learning in hospitals. If traditional ways of promoting learning, such as providing inpatient care, are no longer viable, educators must use different techniques, including computerized approaches that simulate diagnostic situations.

MÉLANGE

Education and Racial Self-Consciousness; the Challenge of Diversity for All Museums; the Simplicity of Opposites

AFCENTRISM—an offshoot of Pan-African thought which argues that the world should be defined through the unique perspective and consciousness of African peoples—as a school of thought is worthy of serious study, but like so-called Eurocentrism, it is not a proper prism through which to see education. Advocates of Afrocentrism are not concerned with consensus because they see education as a hegemonic contention. This is not surprising because blacks historically view, and rightly so, the attainment of education as a drama of embattlement.

But black children are not suffering from enduring a "politically incorrect" education. They are suffering because few people care whether they are educated at all. Black minds are not being destroyed by "whiteness"; they are being destroyed by neglect. It is not a horror if a black child loves L. Frank Baum and has never heard of Sundaland; it is a horror if he or she is incapable of reading either.

If Afrocentrism ignites the black community to become actively involved in its children's education, this is good. But the battle is not with Eurocentrism or "culturally biased" tests. The battle is against the massive indifference, bureaucratic self-interest, and the sheer helplessness that public education seems to have spawned. We must commit ourselves to the ideal that "disabled" children, who are often rendered dysfunctional by their environment, can and must work for the life of the mind.

Afrocentrism as intellectualized racial self-consciousness may be of some

based on performance in research. Although it will be difficult to do so, evaluation systems must be devised that accord more emphasis to patient care and teaching.

In creating a new model for health-professions education, the most challenging task will be to retain all that is valuable in the current instructional process, while developing new ways of organizing people, knowledge, research, and patient care. Creating programs and schools that educate students to fill the new expectations for health practitioners is an enormous challenge for the leaders of health-professions schools. The schools cannot transform themselves without strong support from their parent universities, professional associations, state legislatures, the federal government, and the public.

Boards of trustees and presidents of universities should encourage their health-professions schools to apply all the resources—analytical, problem-solving, and educational—that are available in universities to the practical problems in health care, much as the land-grant colleges addressed agricultural problems more than 100 years ago. In doing so, universities have the potential to contribute significantly to one of the most important issues we now face as a society.

William C. Richardson is president of the John Hopkins University and co-chairman of the Pew Health Professions Commission.

At age 3, Demir had a library of about 50 books in which *The Ugly Duckling* held the place of honor,

not because it seemed to be a parable but because in his mind it was a narrative of profound existential angst. I regretted ever having introduced him to it. At 7 he published a poem on the Shah of Iran; at 10 a letter to the editor on the tragedy of the Armenian diaspora.

But school in Pakistan was another world: a prison where he had to sit upright in a small wooden chair; where silence was valued over participation; where failure to keep rate resulted in a slap, often across the face with whatever happened to be in a teacher's hand. I couldn't help crying with anger and frustration when this happened. "Don't hit him," I begged his teachers. "You don't need to hit him to let him know that he's failed; he's a little adult—he knows." Intelligence equals memorization equals learning, I was told; rules are rules. Clearly, schools in our society did not have the ability to recognize gifted children.

But gym and lunch were another story. Demir was "small," he said defensively; he wore glasses. He couldn't dangle from the ropes in gym like the big American kids could. What did they think he was, Neanderthal? And lunch? "Do you know," he asked me two years ago, "how it feels when kids get up and leave when you sit down next to them?" Suddenly I understood why he had taken to skulking around the school corridors.

That was before coming to America. After our arrival in 1983, when my son was 10, life remained "normal" in many ways. At 13 he was reading Gogol and Tolstoy, Dostoevsky and Pushkin, with periodic "lapses" into Tolkien. At 14 he smiled; he had found P. G. Wodehouse. But Charles Schultz and "Peanuts" were never the same for him after he discovered semiotics and Umberto Eco. When he was 15, the books under his bed were a jumbled clutter of Smith and Marx, Waugh and Zola, Sartre and Heidegger, Vonnegut and Rabelais, Balzac and Monty Python. His favorite movies? *Brazil*; *Aguirre: The Wrath of God*; *Nosferatu*.

Musical? Demir's taste ranged from Mozart and Chopin to the German "industrial music" group Neubauten. He considered the television show "Leave It to Beaver" an indictment of conformism in America, while the movie *Robocop* depicted its inevitable, capitalist atomization. Light conversation at lunch: the relationship between God and the Devil in Christianity and Islam, the problems of Aristotelian

"I thought of killing myself today," he told me quietly the second time his things

OPINION

June 3, 1992 • THE CHRONICLE OF HIGHER EDUCATION • B3



JACK PARDE FOR THE CHRONICLE

Rules Are Rules? How the System Failed to Serve My Exceptionally Gifted Son

"What?" said the person in the admissions office. "Admitted to the LSE? Well, if he's good enough for us! Three 7's? He shouldn't have a problem. What? Well, GPA's aren't everything. No extracurricular activities? Well . . . that's not all we look for, you know."

A month later, after his interview, the guy who interviewed him told me he had never met anyone like Demir. "I interview hundreds of kids, and they're all the same," he said. "Your son is extraordinary, you know. He is truly a scholar." Encouraged, my son applied to the college, submitting two pieces as writing samples: one a humanist critique of skepticism (skepticism, he argued, denies epistemology; Kantian notions of knowledge may not be critical for leading a fully human life); the other, a comparison of Camus's, Kafka's, and Ibsen's treatment of society versus the individual.

I recently got a call from the college.

They could not admit him; his high-school transcript was "average." What of his scores? Well, 7's were common, they said, and, besides, he had a 5 in math. (Did they know the value of an ID 5?)

Did they understand the relationship between his transcript and the dynamics of race? They knew about the thefts, they said. What about his evaluations from teachers? Actually, all that mattered was his grade-point average, they indicated. Intelligence equals grades equals learning; rules are rules. He should build up his credentials, perhaps at a state college, and then re-apply, I was told.

I wanted to ask why an Ivy League college should want its applicants validated by a state institution. What can some A's show that my son's record can't? Doesn't it matter that not many freshmen know about skepticism and existentialism, much less about the differences between them; know about not just Dali's art but also his politics? How many can refute accepted wisdom about the lack of a moral premise in Waugh; can distinguish Kurosawa's excesses from Bergman's? Don't intelligence and versatility mean anything? Or do Ivy League colleges in America not understand the difference between learning and grades? (Or should bright but indigent third-world student not be insolent enough to apply to an exclusive institution with a large endowment?)

To give the college the benefit of the doubt, perhaps its response is emblematic of the larger malaise in American higher education. People seem to be losing sight of what knowledge and learning are all about—the ability to grow intellectually; to grasp the connections between distinctive

Continued on Following Page

LETTERS TO THE EDITOR

A Rush to Judge the Higher-Education Act

TO THE EDITOR:

The House-Senate conference on reauthorization of the Higher Education Act will not begin until mid-June, and it could be mid-summer before Congress sends the final bill to the White House and dares the "education President" to veto it.

Nevertheless, according to *The Chronicle* ("College Officials Say Politics and Budgetary Constraints Have Doomed Reauthorization Bill's Promise of Reform," April 22), a gaggle of lobbyists and consultants (some of whom should know better) have already rushed to judgment with the view that whatever the conference produces will be unsatisfactory: mere minor reforms and tinkering, incremental rather than radical change. "The forces of the *status quo* seemingly have won again," one pontificated.

Such judgments ignore the major substantive changes both bills make in almost every title of the Higher Education Act. For example, the final product of the conference will almost certainly include the following changes in federal student-aid programs:

- An overhaul of the Pell-Grant formula to target the neediest students more effectively. For the first time it would make the award tuition-sensitive, take more realistic account of living costs, and, as more funding becomes available, make more middle-income families eligible. Currently most eligibles from middle-income families receive the same award, whether they commute to their local community college or attend a four-year public or private institution in or out of state.

- Simplification of need analysis into a single system with a free federal form.

- Changes in the loan programs to provide more-flexible repayment options for low-income borrowers, while assuring eligibility for unsubsidized loans to all students regardless of income.

- A direct federal-lending demonstration involving some 500 institutions, which could set the stage for more radical overhaul of the loan programs in the future.

- Systematic strengthening of the roles of the federal government in program eligibility, the states in licensure, and the voluntary accrediting agencies in preventing program abuse and assuring academic quality.

- A broad authorization to promote early-intervention programs in

the states. This has the potential for leveraging far more sweeping reforms throughout the elementary and secondary schools than the Administration's oversold and underwhelming proposals. It would give at-risk students early opportunities to enter a college track, with counseling and mentoring to guide them through their school experience and the promise of college scholarships for all who complete the program.

Such changes cannot fairly be characterized as tinkering with the *status quo*. And the final act will include many more changes of significance, including substantial overhauls of the graduate-fellowship programs, the foreign-language and area-studies programs, and provisions to strengthen teacher education and recruit minorities into teaching.

In summary, the 1992 amendments to the Higher Education Act will make the most sweeping changes since the law was first enacted in 1965. How, then, can such landmark legislation be so shabbily dismissed?

One apparent cause is the loss of provisions making the Pell-Grant program an entitlement . . . The higher-education community, which had long sought a Pell entitlement, was understandably disappointed. . . . Dropping the Pell entitlement was no betrayal, however; only a reluctant recognition that there is no practical way to achieve an entitlement under today's budgetary rules and restrictions, unless those rules are waived. In preparing its legislative recommendations for reauthorization year ago, the American Council on Education sought the help of expert draftsmen, who advised that a Pell entitlement can only be accomplished by the sudden death of joint referral to the Ways and Means and Finance Committees.

The House and Senate education subcommittees had the same problem in shaping their bills. Their solution did not actually create an entitlement, it simply declared one. Both chairmen, Sen. Claiborne Pell and Rep. William D. Ford, planned to take their bills to the floor and challenge the Congress and the Administration to deliver on their rhetoric about the priority for educational opportunity. Unfortunately the Democratic leadership failed to support them, the White House threatened a veto, and the offending provision had to be removed to obtain bipartisanship.

Our Constitution guarantees the right to a form of government fueled by common sense, debate, reason, and consensus. . . . Our Constitution expressly precludes any form of government that derives its authority from the intentions of our ancestors. For this reason I would caution Mr. Robinson on his appeal to the "framers." No matter how great their minds, the intentions of our forefathers guarantee the right to a form of government fueled by common sense, debate, reason, and consensus.

When the Democratic Congress

How the System Failed My Exceptionally Gifted Son

Continued From Preceding Page

aspects and levels of social reality; to form the capacity for lucid articulation, self-actualization, and creativity.

INSTEAD, they seem to be engaged in an Oliver Twist-like quest for more: for admissions offices, it's more students with more A's on their transcripts; for faculty members, it's more books, articles, and papers on their vitae; for administrators, it's more money in their endowments. Never mind the resulting loss of creativity and spontaneity, the confusion between numbers and value, and the growing inability to distinguish the truly gifted individuals from those who just play the game and earn good grades. Let's just have more! If one casualty of this unholy crusade is an extraordinary young person, especially one of color, so be it.

I console myself that a parallel exists be-

tween the Ivy League college's response to my son and the written response of a young person with whom Domir shared this poem, written when he was 15:

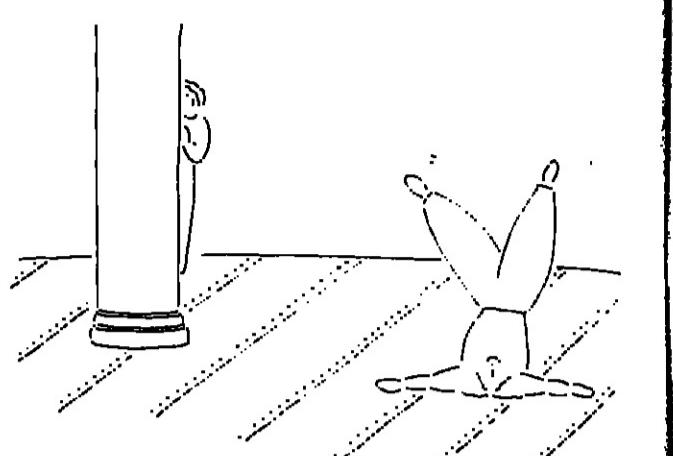
*Gather up the force of reason
Turn back love in every season
Could love be dulled with opiate hands
And quickly trapped in iron bands?
The prison then would reach the skies
But love would once again be freed
By human eyes . . .*

"What is this writing?" the friend wrote back eruditely. Today, this person is attending an Ivy League college on a full fellowship.

Clearly, even in this country, colleges do not always recognize or value exceptional people.

Asma Barlas is assistant professor of politics at Ithaca College.

OPINION



RUTH HAD NEVER SEEN DR. ALCOTT SO AT SIXES AND SEVENS

THE CHRONICLE OF HIGHER EDUCATION

thers are not adequate to the demands of representative democracy. It was with this implication that Thomas Paine's words in *The Rights of Man* denounce monarchic and aristocratic forms of government as ignorant. Such government ultimately stems from the age-old and irrational veneration of the individual's opinion. And this is tantamount to the worship of the dead and the correlative law of blood revenge.

If this seems a bit far-fetched, consider the "intention" of the "framers" is closer to all but those who practice the art of conjuring spirits. Our political debates cannot be founded in necromancy. We have at our disposal, not the spirit of the constitutional framers, but only the words of a 200-year-old document.

Seeking to Diversify Enrollments" (April 29). The article was full of unexamined assumptions and weird, anachronistic beliefs. The idea, for example, that American-born students who check the "Native American" box on standardized forms have "misinterpreted" the question is interesting and loaded with implications. On a group level, it can be argued that Cherokees may have a more valid claim to the category of native American than whites, blacks, Asians, or Hispanics, but this is unrelated to the question about any given individual. Blurring this distinction between group and individual is a political rather than a logical or general move and can be rejected out of hand if one so desires.

What are the implications of blurring this distinction? First, it puts all non-Indians as interlopers regardless of how long their families have been in this country. Second, it allows other groups to similarly blur the distinction between group and individual identity so that Asians or Hispanics who have been in the United States for generations are lumped together with recent immigrants. (One of the odd social consequences of this is that recent immigrants can benefit from programs designed to redress inequities in American history.) Third, it denies that there is an American ethnicity. Given the fine-tuning of regional ethnicity on standardized forms, this makes the United States unique in the world.

The question at hand is not whether our forefathers would be pleased by the actions of President Bush with respect to the events of the Persian Gulf war. Rather it is whether we should condemn his actions as a real threat to our contract for a free society. In the face of such events as the invasion of Kuwait our first responsibility as citizens of a representative democracy is not to wage war but to debate its declaration. . . . Where we have failed our Constitution in our

as the idea that one can be Irish. Or as non-sensible. Does New York blood surge through my veins? If New York offers scholarships to its residents, can I claim that New York blood whereas a resident of New York may "actually" be a Floridian? This all sounds very much like Mark Twain's *Tom Sawyer*, in which the "white" and the "black" baby were mixed up at birth.

The University of Colorado has taken this notion to its National Socialist extreme by asking to see people's "certificate-of-blood cards." Does the university also uphold octogenarian laws? Of course the University of Colorado is not entirely in favor of biological determinism—it also has a pagan bent, which is incorporated as a committee that reviews essays written by purported Indians to see if they have enough blood to think like Indians think; to see if the culture is all in the blood or if it has become so thin that it supports the Indian viewpoint.

Not only is this sloppy, it is also during that university admission committees have views so similar to those held by skinheads, Nazis, and Ku Klux Klan members.

JOHN SUMNER
Assistant Professor of Humanities
Virginia Polytechnic Institute
and State University
Blacksburg, Va.

Ethnicity as an issue
in college admissions

TO THE EDITOR:

Mary Crystal Cage has reminded my long-standing interest in the conceptual race and ethnicity ("Claims of American-Indian Heritage Become Issue for Colleges Seeking to Diversify Enrollments," April 29). The article was full of unfounded distortions about faculty beliefs and values. I doubt that you'd publish a piece saying that all faculty are millionaires. Why be less scrupulous about publishing something that makes equally baseless claims about the beliefs of academics?

STEPHEN NATHANSON
Professor of Philosophy
Northeastern University
Boston

TO THE EDITOR:

Irving Kristol must surely not have bothered to read John Dewey's 1934 book *A Common Faith* as a preparation for his trashing of it. Kristol has his straw-man Dewey arguing, in the style of Kant and the Enlightenment, for "a faith in the ability of reason to solve all of our human problems, including our human need for moral guidance."

Dewey, in fact, rejected Enlightenment rationality along with its scientific

TO THE EDITOR:

The Irving Kristol "Quotable" . . . is typical of a conservative think-tank philosophy. He first assumes that religious context, specifically Judeo-Christian morality, is necessary to support Western civilization and to resolve societal problems. He then proposes a "capitalist future" as the solution to the problems before us. Secular humanism and socialism, culturally nihilistic, will not work.

Shirely not the moral code of orthodox Christianity—not, at least, if St. Thomas Aquinas is to be believed.

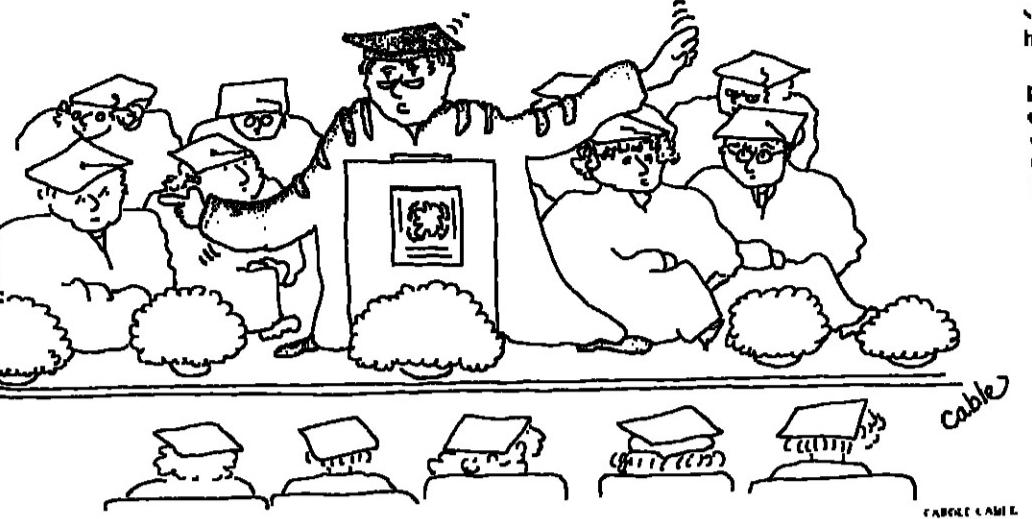
According to him, reason is fully capable of grasping the nature of virtue.

The Christian moral code is similar to that of rational individuals anywhere.

So we don't need to turn to the "avant-garde of modernism" for the idea that "rational philosophy could be relied on to come up with a code that, if not identical with religion's, would be sufficiently congruent with it that the practical moral effect would be the same." This is the opinion of Christianity's greatest interpreter.

Although there undoubtedly are some differences between the Christian moral code and that of secular humanism, a more salient difference is the means relied upon to fulfill life's purpose. Christians think true fulfillment comes only through God's grace, whereas we secular humanists

"I see that among your qualifications you claim 'teaching skills,' eh? All right, then, Mr. Forbister, teach me something!"



THE CHRONICLE OF HIGHER EDUCATION

"He's very good at commencing, isn't he?"

CAROLE LAMBE

see nothing better to rely upon than human resources.

I doubt however that any sensible person, Christian, humanist, or otherwise, thinks there is something that will "solve all of our human problems." (as Kristol falsely describes humanism's attitude toward reason).

Kristol is right, of course, to worry about the current state of morals. (When, after all, has this not been a valid concern?) But his ultimate objective seems no loftier than providing a religious groundwork for "bourgeois capitalism." And isn't that the sort of thing Western religions have considered idolatrous?

Sorry, but I just don't get it.

TERRY L. SMITH
Professor of Philosophy
University of the District of Columbia
Washington

TO THE EDITOR:

Irving Kristol decries what he sees as the failure of secular rationalism and/or secular humanism to provide a moral code . . .

The most important issue for thinking people remains: Does religion provide a world view that conforms to truth? That is, is it true?

If not—and "not" is my conviction as an atheist and freethinker—then it is shameful to attempt to develop a moral code for living based on faith (whether fraud, myth, superstition, or sheer innateness). No matter how well-intended the code, if religion is simply superstition that has not yet been fully exposed, then it is wrong to point to it for guidance. In point of fact, however, many have developed ethical codes based on human and natural, not supernatural, values. Such values can teach right and wrong about killing, stealing, and the like, without resorting to religion.

Though I am surely in no position to lecture Irving Kristol on such names as Ayn Rand, I can and do argue that the purported failure of secular ethics is only in failing to become deep-seated or successful, and, moreover, that such a failure cannot and does not impugn its truth. On the contrary, we "secular humanists" could argue that it is more likely the mystifications of religion and irrationality that produce the confusions of today.

Beside religion's being dangerous, there is insufficient reason to adopt the superstition of primitives as a guideline for living. Human beings invented religion, and we can just as well synthesize something more useful: a workable, guiding code of ethics, with notions of right and wrong, based on human social needs. We should favor open inquiry for the truth, and if the consequences are regrettable—such as giving up on our wishful thinking for eternal life—then let the religions full where they may.

MICHAEL W. ECKER
Associate Professor of Mathematics
Pennsylvania State University
Wilkes-Barre Campus
Lehigh, Pa.

TO THE EDITOR:

The Irving Kristol "Quotable" . . . is typical of a conservative think-tank philosophy. He first assumes that religious context, specifically Judeo-Christian morality, is necessary to support Western civilization and to resolve societal problems. He then proposes a "capitalist future" as the solution to the problems before us. Secular humanism and socialism, culturally nihilistic, will not work.

His ethnocentric focus on Western civilization ignores the status of the whole world where pure survival, not a religious purpose, is the force ultimately affecting everyone. There is no one political system or religious philosophy that is going to correct societal problems. The "common people" who are the "bedrock of bourgeois capitalism," are also found all over the world stabilizing any system. In one paragraph, he states that a bourgeois property-owning democracy will prevail against the "lunacy of its intellectuals and artists." In the next paragraph he insists that prospering depends on the creativity expressed in religion and the arts.

Although there undoubtedly are some differences between the Christian moral code and that of secular humanism, a more salient difference is the means relied upon to fulfill life's purpose. Christians think true fulfillment comes only through God's grace, whereas we secular humanists

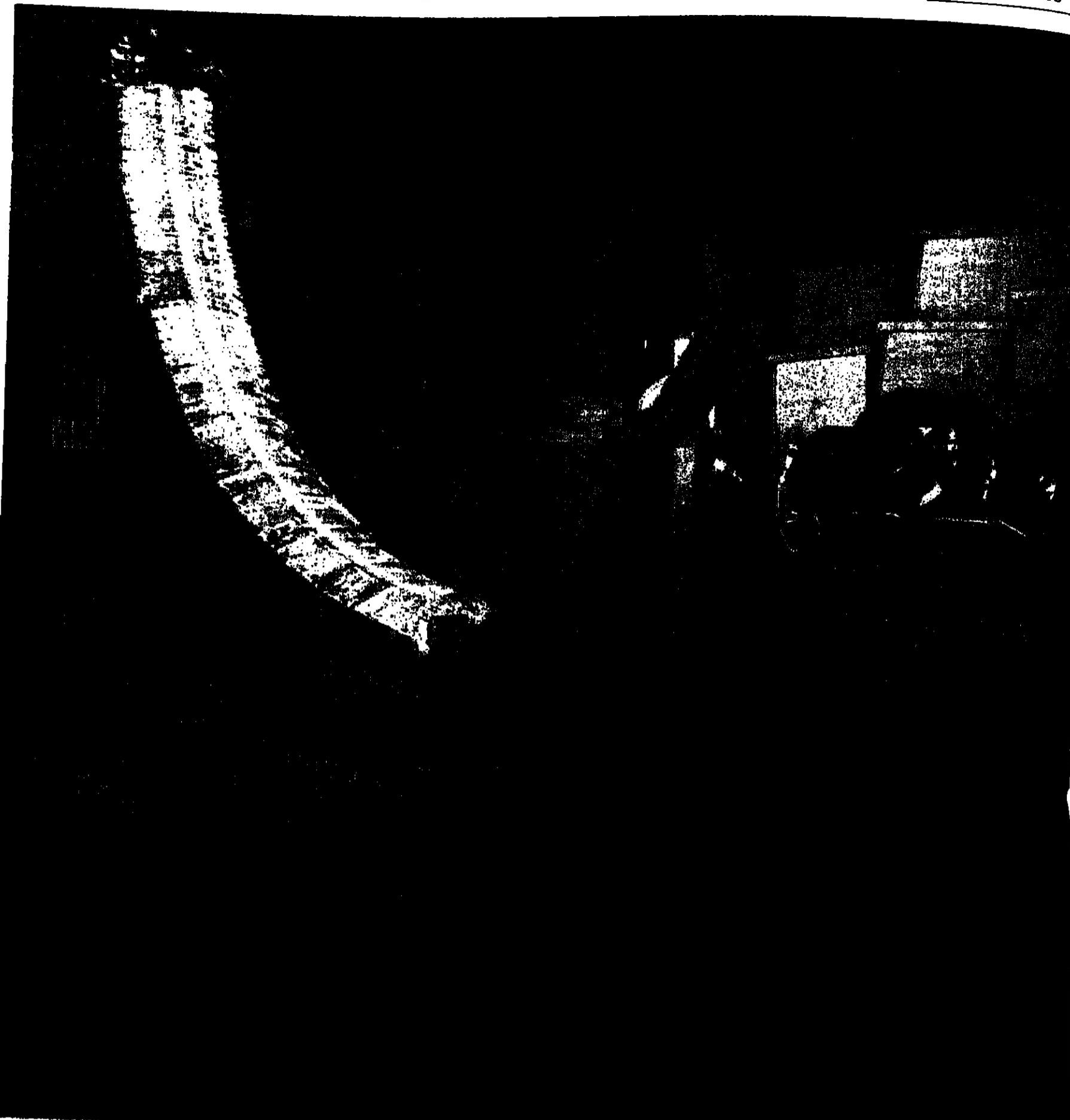
"I see that among your qualifications you claim 'teaching skills,' eh? All right, then, Mr. Forbister, teach me something!"

ED FARNER

THE CHRONICLE OF HIGHER EDUCATION

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



"*Plow*," a glass, neon, and metal sculpture by Tulane University's Gene Koss, is one in a series of pieces recalling the farm machinery of the artist's Wisconsin childhood. Mr. Koss cast glass blocks for the piece at Tulane, assembling them later at his studio downtown.

NEW ORLEANS

CALLING GENE KOSS A SCULPTOR is accurate only because a word to describe him more precisely hasn't been coined yet. For starters, he works in glass—an unusual medium for any sculptor, but especially one who intends his creations to be displayed outdoors. What's more, many of Mr. Koss's most recent pieces have been modeled on enormous farm machines—harvesters and hay loaders and plows—that are as sturdy as glass can be frail, as substantial as Mr. Koss's interpretations of them are surreal.

Mr. Koss, who is an associate professor of art and head of the glass program at Tulane University's Newcomb College, makes sculptures that appeal on many levels. From a distance, they are strikingly simple and clean of line; up close, the blocks of glass that make up each piece have rugged and unique surfaces, rich to the touch; suspended within are colored elements in intriguing combinations and shapes. And while Mr. Koss makes no effort to conceal the steel frames that support his glass blocks, the blocks themselves are laid so that only their narrow edges are visible—their depths remain mysterious. At night, the pieces defy the darkness to which other glass succumbs, glowing instead from the light of neon tubes that run within them.

Indeed, if there were a word to describe Gene Koss precisely, it would have to mean something like "an artist who pairs contradictions in three dimensions." It would also have to mean "teacher": He says he enjoys the challenge of turning students on to glass making. And it would have to mean "moving force" as well, because he has worked hard to build a national reputation for Tulane's glass program.

Mr. Koss has been a faculty member at Tulane since 1976, when he was hired to teach both glass and clay. He left his interest in clay wane, he says, because "I couldn't make a name for myself in both, and glass was more exciting."

"I tell students to try lots of materials and find the right one to express the ideas they have," he says, leading a visitor down a stairway in a disheveled art building here. "Glass was right for my ideas."

Mr. Koss unlocks his office. Just inside the door is a wall covered with photographs and postcards and notes and colored beads and bits of wire and old leaves. "This is my thinking space," Mr. Koss says, "so I make sure I have to look at things as I come in."

Among several models in the cluttered office is a study for a large piece called "Gyp's Wagon"—a sturdy line of square-edged glass blocks supported on two impressive metal wheels. When he was a child, Mr. Koss says, Gyp was a work horse on his family's dairy farm in Mindoro, Wis., population "about 250." Another model is for a large, neon-lit sculpture called "Night Harvester"—an illuminated line of rounded blocks riding on three wheels and attached at one end to a metal

JERRY WARD, TULANE U.

Because each block in "Plow" was cast and finished separately, each has a unique surface texture, as well as different—and differently colored—interior elements.

shape that might be the cab. "Often farmers work late at night," Mr. Koss says, "and you see these things floating in the fields."

Also in the office is an older sculpture in which glass seems to drip over a sharp-toothed and somewhat frightening steel contraption that Mr. Koss refers to simply as a "gizmo." He adds: "This piece is kind of technical, but it didn't say much that was artistic. I got panned on that show, which was good for me. I reached inside and I found something more humanist."

What he found was the beginning of what seems to have become a whole series of farm-implement pieces—pieces that are "for the working-class people" like those back in Mindoro. Mr. Koss admits, however, that when he goes home in the summer "to kinda renew, refuel ideas," people in Mindoro don't say much about his work, not even now that he's had a one-man

in insulated warming tanks. "I'm always very interested in how to get energy moving in a class and how to get good sculpture out of students—how to make them think creatively."

"I'm also interested in building a name for Tulane and for the students who come here to work," Mr. Koss says. One of his proudest achievements is the glass shop itself, a handsome and versatile facility nestled into an unlikely triangular space between two art buildings and a maintenance structure. The shop has three work stations and seven annealing ovens, which cool finished glass pieces gradually to prevent them from cracking. An alumnus, Margaret Pace Willson, gave \$150,000 for the shop in 1976. The university recently unveiled plans to renovate and expand its art facilities, and the improvements are expected to include additional space for the glass program's other needs, including better cutting and grinding rooms.

Mr. Koss reserves Saturdays, Sundays, and summers for his own art. Frequently he works with Michael Bray, the glass shop's technical wizard, or with a mechanical engineer, Chris Greve, or another assistant, Scott Sirgo. "I'm like a mini construction company," says Mr. Koss, who casts the glass for most of his pieces at the Tulane shop.

A good day's run might produce eight large blocks or twice as many smaller ones, all cast in molds shaped to fit whatever piece is in production. He casts half again as many blocks as he needs for a given piece, to allow for breakage and for leaving out blocks he doesn't like.

The sculptures are assembled at an old ironworks that serves as Mr. Koss's studio. It is crowded with custom-built packing crates, cabinets, a forklift, a belt sander, a lathe, and other necessities of large-scale sculpture. "A lot of my creations are incredibly expensive to pull off," Mr. Koss says. "I have four big pieces in the studio now—that's a lot of money tied up." When he gets far enough along with an idea to know that he's serious about it, he discusses it with his dealer, Arthur Roger, who has galleries here and in New York. "I can't afford to go wrong with a major piece," says Mr. Koss, "not when it costs \$17,000 or \$18,000 to build."

Mr. Koss had his first solo New York show at the Roger Gallery this past winter. Now, he says, he is sketching daily and looking each day at the previous day's efforts, "thinking about what's worth fabricating." Recently he's been drawing live oak in Audubon Park, across St. Charles Avenue from Tulane. He says he's particularly fascinated with the way the trees' branches hang down and touch the ground. But he's also been telling people that sooner or later his farm-implement pieces are going to have moving parts. And he knows of a huge old piece of railroad equipment that he'd like to buy. It's rusting over by the levee now, and it intrigues Mr. Koss every time he sees it.



JERRY WARD, TULANE U.

An Artist Whose Sculptures Represent Three-Dimensional Contradictions

Tulane's Gene Koss, who enjoys turning students on to glass making, is working to build a national reputation for his unusual program

By Lawrence Bleimiller



JACKSON STATE UNIVERSITY School of Business Jackson, Mississippi

The School of Business is the second largest of four undergraduate schools at Jackson State University with approximately 2,400 undergraduate and graduate students and 50 full-time part-time faculty in our business administration, business education, economics, finance, management, marketing, and office administration; the MPA degree, the MBA degree, and the M.B.A. Ed. and Ed.S. degrees in business education.

Unless otherwise noted, appointments are to tenure-track positions and will be effective August 17, 1992. All applicants must demonstrate the ability to communicate effectively in written and spoken English and must have a demonstrated commitment to teaching, research, and service. Rank and salary are commensurate with qualifications and experience.

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Assistant Professor—An earned doctorate in business education or related discipline required. ABD candidates will be considered. Evidence of scholarship, computer and networking skills, and at least three years of teaching of work-related experience preferred. Teaching responsibilities at the undergraduate and graduate levels.

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Application accepted through July 1, 1992.
Send a letter of application, resume, transcripts and three letters of reference to:

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AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

CHAIR DEPARTMENT OF JOURNALISM THE UNIVERSITY OF TEXAS AT AUSTIN

The College of Communication at The University of Texas at Austin announces a vacancy in the position of chair of the Department of Journalism. The College expects to fill this vacancy no later than January 15, 1993.

Applicants for this position should be aware that the College is seeking a departmental chair who will contribute strongly to the College's strategic plan to bring the College and its four departments of advertising, journalism, radio-television-film, and speech communication into an internationally prominent position of education and research in communication.

Each applicant must have strong academic credentials (earned doctorate and will be a substantial professional background, as well as a record of research and administrative experience. Other desirable attributes would include knowledge in or special knowledge of international communication and experience.

The chair of journalism has responsibility for the administration of a department with four specialized disciplines: broadcast news, photojournalism, mass media journalism, public relations, and computer information systems. Chair will work closely with the other College departments to expand the Department of Journalism's contacts in the professional community, and to insure the recruitment of outstanding faculty members and students.

The salary for this position is negotiable. The College seeks applicants from the communication industry and the academic community. Applicants shall provide a complete vita and at least three references. Deadline for application is August 1, 1992.

Address applications to: Robert C. Jeffery, Dean, College of Communication, CMA 4.130, The University of Texas at Austin, Austin, TX 78712.

THE UNIVERSITY OF TEXAS AT AUSTIN IS AN EQUAL OPPORTUNITY EMPLOYER AND ENCOURAGES WOMEN AND MINORITIES TO APPLY.

Teaching Fellowship Program

Cochise County Community College, located north of Dallas, TX and Plano and McKinney, is actively seeking teaching faculty for the newly created Teaching Fellowship Program. These fellowship positions have the potential to become regular full-time appointments. Assignments will include a limited teaching load, teaching developmental mathematics.

Positions require a master's degree with a major and/or 18 graduate semester hours in the teaching discipline from a regionally accredited institution and a MINIMUM of NO college level teaching experience to a MAXIMUM of no more than 3 years full time equivalent college teaching August and December graduates are encouraged to apply.

Deadline for application for the following Teaching Fellowship Program positions is July 6, 1992 with an August 1992 start date. Salary is \$25,000 for the 1992-1993 academic year. These are benefit eligible positions.

Developmental Mathematics

Deadline for application is September 18, 1992 with a January 1993 start date. Salary is prorated on the annual base of \$25,000 for the Spring semester. These are benefit eligible positions.

English

Deadline for application is September 18, 1992 with a January 1993 start date. Salary is prorated on the annual base of \$25,000 for the Spring semester. These are benefit eligible positions.

Mathematics

Deadline for application is September 18, 1992 with a January 1993 start date. Salary is prorated on the annual base of \$25,000 for the Spring semester. These are benefit eligible positions.

Other

Deadline for application is September 18, 1992 with a January 1993 start date. Salary is prorated on the annual base of \$25,000 for the Spring semester. These are benefit eligible positions.

Teaching Fellowships

Deadline for application is September 18, 1992 with a January 1993 start date. Salary is prorated on the annual base of \$25,000 for the Spring semester. These are benefit eligible positions.

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Deadline for application is September 18, 1992

DIRECTOR OF DEVELOPMENT College of Education

Applications and nominations are invited for the position of Director of Development, College of Education at Washington State University.

DUTIES: Washington State University is embarking on a comprehensive campaign which will feature the goals of the College of Education in a meaningful way. The Director of Development will play a major role in the success of this campaign. The Director of Development is responsible for overall leadership and management of the college's development and public relations efforts. The Director of Development reports to the college Dean and Vice President of the WSU Foundation Director of Development Programs, serving as a key member of the WSU Foundation senior staff and the Dean's administrative cabinet.

COLLEGE OF EDUCATION: Since the founding of Washington State University in 1890, the College of Education has been a vital part of the University's land grant mission. The College was established in 1909 and has graduated educators who have distinguished themselves in a variety of areas including education, law, business, and social work. Undergraduate and graduate degrees are offered in Educational Administration, Early Childhood Education, Sport and Leisure Studies, and Educational and Counseling Psychology, and the college is working to establish and enhance partnerships with local school districts. They are actively involved with technological education, scholarship support for outstanding students, and a host of other programs to enrich and revitalize education. The college has a highly organized and effective development effort that is shared by the faculty, department chairs, and especially the Dean.

WSU FOUNDATION: Founded in 1979, the WSU Foundation serves as the major private source of funds for the University. Unique in the close interaction between foundations and the University, the Foundation staff form a close knit and highly effective fund raising team. Foundation staff are located throughout the state, with gift levels experiencing a 20 percent increase over each previous year. Private support in FY 1990 totalled \$25 million.

UNIVERSITY: Washington State University's main campus is located in Pullman (population 25,000) about 75 miles south of Spokane, Washington. It is the land-grant institution of the state of Washington and a member of the Pac-10 Conference. WSU enrolls approximately 18,500 students on all campuses. WSU is a major comprehensive research university with all advanced degree programs in its original initiating and offers a low cost of living, affordable housing, and a comfortable environment.

QUALIFICATIONS: Required: Bachelor's degree, strong oral and written communication skills; demonstrated skills in interpersonal relationships; a minimum of 3 years' experience in development in an institutional organization; or 5 years' experience with another organization, the capital arts group, etc. Preferred: A track record of success in major gift/campus fundraising; advanced degrees in a related field [e.g., education, public relations, law, etc.]; familiarity with computing support systems.

APPLICATIONS: Review of applications will begin August 1, 1992, but applications will be accepted until the position is filled. Please include a cover letter, current resume, and letters from three current references addressing position criteria. Mail to:

Dr. Walter H. Gieselman, Chair
Search Committee for Director of Development
College of Education
Washington State University
3514 College Way
Pullman, WA 99164-2136

WASHINGTON STATE UNIVERSITY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EDUCATOR AND EMPLOYER

Members of ethnic minorities, women, Vietnam era or disabled veterans, persons of disability and/or persons between the ages of 40-70 are encouraged to apply.

ASSISTANT DIRECTOR/ ADMISSIONS COUNSELOR

Manage recruitment activities and visit secondary schools within NJ, NYC, PA and Long Island; interview prospective students; serve as liaison with Athletics Department.

ASSISTANT DIRECTOR OF ADMISSIONS

Various responsibilities including recruitment within wide territorial base from freshman, but not limited to, New England and East coast. Visit selected high schools; develop and coordinate transfer programs to increase enrollment of transfers.

Prior Admissions experience required. Excellent benefits including tuition remission. Manhattanville College is an equal opportunity employer and welcomes all qualified applicants. Send resume to:

Human Resources
MANHATTANVILLE
COLLEGE
2000 Broadway, NY 10526
All qualified applicants welcome.

English Writing scholar in Renaissance studies, from Shakespearean, Medieval, and American Literature, or Critical Theory for fall semester, 1992. Two courses, English 101 and English 102, taught with strong research records are invited to apply. In Philadelphia area. Applications by 1 July 1992. Dr. John D. Lederer, Chairman, Department of English, Villanova University, Villanova, Pennsylvania 19085.

English: Internationale Department, Semiozien Center, Okyama, Japan. A full-time position is available for a native speaker in English or related liberal arts (communications, journalism, history, literature, and so forth). Salary: up to 100,000 yen per month. Qualifications: M.A. in English or related fields, teaching experience, preference over 10 years. Send resume to Dr. John D. Lederer, Southeast Asia Program, Department of English, International Living, P.O. Box 576, Brattleboro, Vermont 05302.

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VERMONT LAW SCHOOL

Assistant Director of Admissions

The Position: The Assistant Director of Admissions assist the Director of Admissions in planning and managing student recruitment programs, interviewing prospective students, evaluating applications, and maintaining and updating the selection of new students, representing the Law School at undergraduate schools and professional events, communicating with law students, faculty and pre-law advisors, preparing correspondence, overseeing test-moderates, interviewing, taking demographic and market studies, editing and analyzing data, research reports, and developing strategies for marketing and enrollment management. Travel is required, especially in the fall.

Qualifications: We seek an individual with strong analytical, interpersonal, and communication skills and oral and written skills. Public speaking and supervisory experience is helpful. Previous admissions experience, particularly at the graduate level, and familiarity with legal education are desirable but not essential. Full-time work in research design and computerized data management and analysis is preferred. A law degree or a graduate degree in a field involving statistical research is desired.

An independent law school and the only law school in Vermont, VLS is situated in a beautiful New England village, Barre, VT, home of Montpelier College, and within driving distance of Boston, New York, and Montreal. For the JD class entering this year, the Law School has over 2,600 applicants for 100 openings. With 500 students from 40 states representing 100 undergraduate schools, Vermont Law School features an excellent faculty, distinctive special programs, including a nationally recognized environmental law program, and a unique campus in a historic district. Applications should be mailed by June 19, 1992.

C. John Freeman
Associate Dean & Director of Admissions
Vermont Law School
P.O. Box 960
South Royalton, VT 05068

Review of applications will begin immediately. The position is available August 3, 1992. Salary negotiable; excellent benefits.

Vermont Law School is an Equal Opportunity Employer and encourages applications from women and minorities traditionally underrepresented in the legal profession.

PLANNED GIVING OFFICER



MICHIGAN DIVISION, INC.

Applications and resumes are invited for the position of Planned Giving Officer for the American Cancer Society, Michigan Division.

The Planned Giving Officer's responsibilities include: planning, organizing and directing giving activities conducted on behalf of the American Cancer Society, including major gifts, planned giving, continuing gifts, etc. In addition, the Planned Giving Officer will become involved in other major gift programs as assigned. The Planned Giving Officer reports to the Vice President of Development.

This position requires strong organizational, communication and interpersonal skills, as well as a high energy level and the ability to meet people effectively. An individual who seeks this position must be a self-starter with a high degree of accountability. A strong background in direct sales is preferred. Frequent travel and work on some weekends and evenings is expected.

A Bachelor's degree in business administration, finance, economics, or a related field is equivalent. Five years of business administration, finance, economics, or a related field is equivalent is required.

The salary is competitive and based upon qualifications. Please refer resume/cover letter to:

Gregory P. Boninger
Vice President of Development
American Cancer Society
Michigan Division, Inc.
1205 South Beaubien
Lansing, MI 48906
(517) 371-9200

ASSISTANT DIRECTOR

GRUENHAGEN CONFERENCE CENTER Conference Planning & Marketing

The University of Wisconsin-Oshkosh, a major comprehensive regional university enrolling 11,000 students, is seeking nominations and applications of individuals qualified for appointment as Assistant Director for the Gruenhagen Conference Center.

Duties include staff position.

Coordinate Conference Planning and Marketing Activities for Gruenhagen Conference Center.

Master's Degree Preferred in Hotel Management, Marketing, Student Services or Related Field.

Minimum 3 Years Experience in Conference Planning, Marketing or Program Administration Required.

Strong Written and Verbal Communication Skills a Necessity.

Salary: Competitive with Excellent Fringe Benefits.

Annual Appointment.

Available August 1, 1992.

Applications are due by June 29, 1992.

Send letter of application, resume and names of three references to: Jill M. Endris, Assistant Director Residence Life - Conference Center Director, University of Wisconsin-Oshkosh, 800 Algonquin Boulevard, Oshkosh, WI 54901-8689. Screening begins June 1, 1992. Minorities and women are especially encouraged to apply.

The University of Wisconsin-Oshkosh is an Equal Opportunity/Affirmative Action Employer.

MOUNT HOLYOKE COLLEGE Director of Campus Security

SCHOOL OF BUSINESS

Director of Finance and Planning

Georgetown University

Mount Holyoke College is seeking a Director of Campus Security with strong leadership ability. The position offers an exciting and challenging opportunity to recognize and direct a progressive, community-based security department.

Mount Holyoke College, the nation's oldest private liberal arts residential college for women, is located in Western Massachusetts, only 10 miles west of Boston. The College enrolls approximately 1,900 students taught by 207 instructional faculty and supported by 600 staff.

Reporting to the Dean of Administration and Business Manager, the Director will provide all customary campus security functions, including supervisory and administrative staff; budget and expense control; physical safety and security programs; critical incident education; investigation; property protection; parking and traffic control; shuttle service; and liaison with local law enforcement agencies and college security.

Candidates must have at least three years of senior level administrative experience in budgeting and strategic planning. Position will require PC-based decision support tools and effective communications skills for working with faculty and other University officials. A master's degree in a relevant field is preferred.

Candidates must have broad experience, a thorough knowledge of college community-based police and campus security practices, demonstrated supervisory abilities, a high level of energy, and a record of accomplishment.

Interaction with a diverse community of students, faculty, and staff at all levels and with their families and local officials will require strong interpersonal and written and verbal communication skills. A Bachelor's degree in law enforcement or other appropriate field is required.

Master's degree is desirable. At least five years of substantial supervisory experience in law enforcement, preferable at a college or university, is required.

A letter of application and a resume should be sent by June 15, 1992,

to:

Human Resources Department
Room 1, Skinner Hall
Mount Holyoke College
South Hadley, MA 01075-1451

WE ARE STRONGLY COMMITTED TO A PROGRAM OF
EQUAL OPPORTUNITY EMPLOYMENT AND ACTIVELY SEEK
APPLICATIONS FROM WOMEN AND MINORITIES

Director of Research

Webster University

The Director of Research will be responsible for providing the background information needed to carry out development and fund-raising programs, including identification of major donors, identifying new donors and maintaining donor and potential donor records. This individual will work closely with the development officers as a member of the development team. Strong research and communications skills with the ability to acquire and analyze data, experience with computer technology, and knowledge of the St. Louis area are required.

Qualifications include a Bachelor's degree, a knowledge of prospect research techniques and resources, and experience with fund raising and development.

Please send résumé and cover letter to:

Elynor Legel
Associate Vice President/Advancement
Webster University
470 East Lockwood Avenue
St. Louis, MO 63119-3194

DIRECTOR

Katharine Gibbs School®
NEW YORK CITY CAMPUS
SHARE OUR VISION...

Demonstrate your expertise at Katharine Gibbs, one of the premier leaders in business education. With the Katharine Gibbs School being part of Phillips Colleges, the largest proprietary college system in the United States, you will join our results-oriented organization that is fully committed to excellence. And, you will enjoy a supportive professional environment where both individual initiative and team accomplishments are encouraged and rewarded.

The successful candidate's responsibilities will encompass the areas of strategic planning, marketing, development of performance goals and objectives, governmental and accreditation compliance, and implementation of the delivery of education services. Previous significant P&L responsibility is required. A Master's Degree or PhD is preferred.

In return for your credentials, we offer a base salary plus performance incentives, growth and development opportunities for leaders who are willing to pay attention to student retention and placement, an outstanding training program and a company that appreciates and rewards performance.

If you are accustomed to working in a fast-paced environment, where quality, customer service and integrity were important aspects, then send your resume with phone history and requirements to: Jack Larson, Sr. Vice President, Phillips Colleges, Inc., 2300 North Barrington Road, Suite 400, Hoffman Estates, Illinois 60195. Equal Opportunity Employer.



Phillips Colleges, Inc.

WESTERN CONNECTICUT STATE UNIVERSITY

GOVERNMENT DOCUMENTS/ PUBLIC SERVICE LIBRARIAN

Anticipated Tenure-Track Position

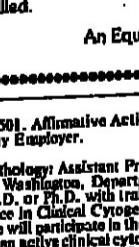
RESPONSIBILITIES: planning and coordinating of collections and services of a selective Federal Depository Library; general reference service; faculty liaison program; bibliographic instruction.

REQUIRED: MLS degree from an ALA-accredited program; minimum of two years recent experience working in a government documents collection and faculty teaching in U.S. Government document reference sources; significant reference experience; good organizational and interpersonal skills and a record of working well with others.

PREFERRED: an additional advanced academic degree or substantial graduate study; working knowledge of current library technology and automation; experience in a VAX environment; previous supervisory experience; evidence of participation in professional activities.

Send letter of application, résumé and names of references to Personnel Department, Western Connecticut College, Meadville, PA 16333. Allegheny College is an Equal Opportunity Employer.

Deadline for applications is June 19, 1992.



ALLEGHENY COLLEGE MEADVILLE, PENNSYLVANIA 16335

Assistant Director of Annual Giving

Allegheny College is seeking an assistant director of annual giving. The assistant director solicits Annual Fund gifts, personally and through volunteer committees. The assistant director also oversees programs including the phonathon, reunion gifts, matching gifts, the local business campaign, and the senior class gift.

Qualifications include: a Bachelor's degree, excellent interpersonal, organizational, written and oral communication skills, and willingness to travel.

Professional experience in higher education, fund raising or a related field is preferred.

Please send letter of application, résumé and names of references to Personnel Department, Allegheny College, Meadville, PA 16333. Allegheny College is an Equal Opportunity/Affirmative Action Employer.

Deadline for applications is June 19, 1992.

STOCKTON STATE COLLEGE CENTER FOR INSTRUCTIONAL AND MEDIA TECHNOLOGY

MEDIA PRODUCTION COORDINATOR

Develop, maintain and supervise production facilities; produce TV and other instructional programs; supervise technical staff; coordinate broadcast activities including educational cable access channel, satellite programming and videoconferencing.

Work with the development of interactive and multi-media technologies.

Requires: BA in Media/TV production, Communication or related field; two years' experience in production and technology based instruction; knowledge with production of breakaway, live action, video, audio, etc.

Two years' experience in media production, editing, color correction, and post production.

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DEAN, SCHOOL OF PUBLIC HEALTH

University of Hawaii at Manoa

The School of Public Health is one of 20 US schools accredited by the Council on Education for Public Health. It offers several baccalaureate degrees (Master of Public Health and Doctor of Public Health), a Master's degree, and Graduate programs. The School has approximately 100 students and is organized into two academic departments, the Department of Community Health Sciences and the Department of Public Health Sciences. It is the site of the National Center for Health Promotion and Disease Prevention Research and a World Health Organization center for water, sanitation, and hygiene. The School has a long record of study and research in public health, and its faculty are involved in many local, national, and international health and community agencies, along with longstanding exchange programs with schools of public health such as the PAHO/WHO Health Sector Program, the Asia Pacific Academic Consortium for Public Health, among others.

Duties: The Dean directs the academic and executive affairs of the School of Public Health, reporting to the Senior Vice President for Academic Affairs. The Dean is responsible for providing leadership, direction and development to accomplish the School's mission in education, research and public service. The Dean collaborates with the Deans of the other Schools in the College of Health Sciences and Social Welfare, Medicine, Soil and Water and Nursing.

Minimum Qualifications: An earned doctorate in M.P.H. degree along with either formal graduate training in public health (M.P.H., D.P.H., Ph.D.) or two or more years of relevant professional public health distinguished accomplishment in an relevant public health field; compensated with appointment to the rank of Associate Professor in the School; substantial experience in administration, budgeting, personnel management, and in creating a climate of research excellence and scholarly achievement; evidence of commitment to alternative and ongoing evidence of ability to function effectively in a multicultural environment; ability to articulate a coherent philosophy of public health training and educating; clear perception of the needs and challenges of the field of public health in general, and of a school of public health; and considerable experience in developing and expanding the financial resources of an organization.

Desirable Qualifications: Ability to interact and communicate effectively with faculty, staff, students, alumni, and prospective students and a broad range of community, ethnic and other minority groups; commitment to health care issues relating to Native Hawaiians, Hawaii, Asia and the Pacific; commitment to a collegial relationship with deans, department chairs, academic administrators, and faculty at all levels within the University; desire to plan and establish working relationships with local, national and international agencies, just as private agencies, research organizations, health grants and foundations, ability to link public health training and research with contemporary health and social issues; commitment to recruitment and retention of Native Hawaiians, Pacific Islanders, Native American Indians and other disadvantaged and underrepresented minorities; and ability to effectively promote the mission of the school in educational, multicultural, political, business, community and social settings.

Starting Date: Effective January 1, 1993 or as soon thereafter as possible.

Salary: Commensurate with qualifications.

Application Information: Screening of applications will begin on August 17, 1992. Applications should include a curriculum vitae, a statement addressing the minimum and desired qualifications and the names, addresses and telephone numbers of three references. Address inquiries to: Dr. Maudeleene J. Goodman, Assistant Vice President for Academic Affairs, University of Hawaii at Manoa, 2444 Dole St., Bachman 105, Honolulu, Hawaii 96822. Inquiries: Dr. Rochelle A. McArthur, Administrative Liaison (808) 956-5368.

The University of Hawaii is an Affirmative Action, Equal Opportunity employer. Women and minority candidates are encouraged to apply.



ADMINISTRATIVE POSITIONS

Coxist Community College District, a multi-college district located between San Diego and Los Angeles, is seeking qualified applicants for the following 12-month positions due about September 1st.

DEANS

There are four vacancies to be filled reporting to the Vice President of Instruction. The positions include a master's degree or equivalent, administrative experience in an academic program and training experience in one of the areas supervised. The annual salary range is \$47,100-\$71,004, plus excellent fringe benefits.

Applied Arts & Technology Golden West College

Responsible for supervision and evaluation of Applied Arts & Technology programs including Administration of Justice, Fluid Design, Graphics, Architectural Technology, Automotive Technology, Body & Frame, Diesel Technology, Drafting Technology, Engineering Technology, Drafting; June 1992.

Consumer & Health Sciences Orange Coast College

Will supervise staff and provide leadership in the development of curriculum for Consumer Health Science program including Allied Health, Interior Design, Home Economics, Early Childhood Education, Food Service Management, Culinary Arts, Hotel Management, Fashion Design, and Funds & Nutrition. Deadline: July 31, 1992.

ADMINISTRATIVE DEAN Instruction Golden West College

Reporting to the Vice President, will serve as Staff Diversity/Affirmative Action Officer for the college with responsibility for effective recruitment and retention of diverse students and ensure the smooth running operation of the college. The annual salary range is \$40,600-\$57,751. Deadline: July 19, 1992.

To apply, contact district office or write to obtain job description and required application form: (714) 512-0007. Application must be filed no later than applicable deadline date for each position. Resumes cannot be accepted in lieu of required forms.

Cross Community Colleges

1170 Adams Avenue
Costa Mesa, CA 92626

Equal Opportunity, Affirmative Action Employer.

Vanderbilt University

SCHOOL OF NURSING

Vanderbilt University School of Nursing seeks Assistant/Associate Dean for Informatics and Systems. This position will provide leadership for use of information technology in education and research, and oversight of administrative and management systems functions. Will participate in highest levels of planning, lead in the design, development, testing and implementation of information technology infrastructure within nursing school which integrates with Medical Center and University nursing and relevant data bases. Must be able to transform goals into a coordinated, organizational business plan with supporting distributed information systems. Reports to Dean. Tenure-track appointment available.

Master's degree in relevant field required; doctoral degree desirable. At least 10 years' experience needed in leading innovative IT/Nursing.

Distributed management information and decision support systems projects along with knowledge of universities and schools of nursing and their academic, administrative and management information systems.

Hands-on experience with database management systems, design, development and relevant data bases.

Must be able to transform goals into a coordinated, organizational business plan with supporting distributed information systems.

Reports to Dean. Tenure-track appointment available.

The University of Pittsburgh is an Affirmative Action, Equal Opportunity employer. Women and minority candidates are encouraged to apply.

University of Pittsburgh at Titusville DEAN OF ACADEMIC AFFAIRS

The University of Pittsburgh at Titusville seeks a Dean of Academic Affairs. The Dean is the chief academic officer and reports directly to the campus President. The Dean is responsible for developing and implementing academic programs, evaluating faculty, managing the library and the registrar's office, and coordinating research and grant activity.

Candidates should have an earned doctorate, successful undergraduate teaching experience, and a strong commitment to undergraduate education. Some administrative experience is preferred.

The University of Pittsburgh at Titusville is a small, two-year regional campus north of Pittsburgh. The curriculum includes the first two years of Baccalaureate preparation and Associate degrees in Liberal Arts, Natural Sciences, Business, Business Information Systems, and Accounting.

Interest candidates should send a letter, vita, and at least three letters of recommendation to: Dr. John M. Denner, Chair, Department of Orthopaedics and Rehabilitation, University of Pittsburgh at Titusville, Box 3723, University of Pittsburgh, Nashville, Tennessee 37232-0001.

Professor Frank Wedekind, Chair, Academic Dean Search Committee, University of Pittsburgh at Titusville, Titusville, PA 16354.

Screening will begin July 1, 1992 and will continue until position is filled.

The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer. Women and minority candidates are encouraged to apply.

Research Assistant, Georgetown University is seeking an Assistant University Registrar to coordinate the Student Information system with responsibility for system maintenance, data entry, data analysis and ad hoc reporting, enrollment statistics, registration set-up including data and voice communication, and other related duties. Experience with student information systems, report writing (Focus, Natural, IAT, Z-Writer, SAS) and work in a research environment required. Master's degree preferred. Send resume and three references to John Pierce, Registrar, Georgetown University, Washington, DC.

2003-1997, Applications received by June 22, 1992 will be given first consideration. Georgetown University is an Affirmative Action, Equal Opportunity Employer.

Research Assistant, Instructor, The Department of Orthopedics and Rehabilitation, Texas Health and Science University, invites applications for a non-tenure-track position. The successful candidate must have a Ph.D. in Mechanical/Materials Engineering and/or Biomechanics, and a strong background in orthopedic research. Preference will be given to candidates with a strong interest and a passion in the field of orthopedic biomechanics, especially in areas related to soft tissue mechanics and joint mechanics. Responsibilities: Ph.D. in Agricultural Biomechanics, 40 hours/week, salary \$23,100/year. Duties include the clinical application of the molecular genetic basis of the cartilage.

Research Clinical Research Associate, 40 hours/week, salary \$23,100/year. Duties include the clinical application of the molecular genetic basis of the cartilage.

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Research Associate, 40 hours/week, salary \$23,100/year. Duties include the clinical application



VICE PRESIDENT OF THE ARTS AND SCIENCES

Position: Columbia University is seeking candidates of exceptional scholarly and professional accomplishment for the position of Vice President of the Arts and Sciences.

The Vice President reports to the Provost of the University and is a member of the President's cabinet. As the chief academic and operating officer of the Arts and Sciences, the Vice President oversees 559 full-time faculty and 9,900 students and is responsible for faculty recruitment and promotion, instructional staffing, and financial and administrative management. The Arts and Sciences is comprised of five schools administered by deans—Columbia College, the Graduate School of Arts and Sciences, the School of International and Public Affairs, the School of the Arts, the School of General Studies—and 26 academic departments whose chairmen report directly to the Vice President.

Qualifications: An earned doctorate and distinguished scholarly credentials suffice for tenure in a department within the arts and sciences are required. Substantial prior administrative experience is also required.

Application: Applicants should submit a cover letter, a current resume, and names, addresses, and phone numbers of five references. Screening of candidates will begin on June 19, 1992, and will continue until the position is filled. Send materials to:

Jonathan R. Cole, Provost
205 Low Library
Columbia University
New York, NY 10027

Columbia University

Columbia University is an Affirmative Action, Equal Employment Opportunity Employer.
Women and minorities are especially encouraged to apply.



VICE PRESIDENT FOR ACADEMIC ADMINISTRATION

Providence College invites applications for the position of Vice President of Academic Administration. Position available July 1, 1993.

Vice President, chief academic officer of the college, normally reports to the Executive Vice President, supervises overall planning of curriculum; coordinates the hiring, promotion, and tenure of faculty; chairs Committee on Academic Rank and Tenure; serves on all major administrative committees.

The following report directly to this Vice President: Associate Academic Vice President, Dean of Graduate School; Dean of Undergraduate Studies; Dean of the School of Continuing Education; Dean of Minority Student Affairs.

Candidates, an earned doctorate or a recognized terminal degree, ability to actively promote the mission of the college; strong administrative skills and academic credentials; demonstrated teaching excellence; effective communication skills, dynamic, innovative leadership qualities.

Salary commensurate with qualifications.

Applications to include letter of application, curriculum vitae, and three letters of recommendation. It is the responsibility of the applicant to insure that the letters of recommendation are forwarded directly to the chair of the search committee.

Deadline: Review of applications will begin immediately. Priority will be given to complete applications received by July 15, 1992. Review will continue until the position is filled.

Mail to: Donna T. McCaffrey, Chair
Search Committee—Vice President for Academic Administration
1000 Hall Hall Room 107
Providence College
Providence, RI 02918

Providence College is a Roman Catholic, four-year, educational, liberal arts college, which welcomes qualified men and women through equal opportunity and from all religious and ethnic backgrounds. The college promotes the pursuit of sound scholarship and the principles of the Judeo-Christian heritage through the unique Catholic tradition of the Dominican Order. Providence College is an Equal Opportunity Employer.

Search Reopened

(Search Re-opened) PROVOST FOR CONTINUING EDUCATION

Montgomery College

Montgomery College is seeking applications and nominations for the Provost for Continuing Education. The Provost is a member of the President's Cabinet and also serves as a senior advisor to the Chief Administrative Officer and the President. Montgomery College is the largest public community college in Maryland with three campuses located within the Washington, DC metropolitan area. The College is experiencing a period of significant growth and change in which all personnel are encouraged to share responsibility for setting and achieving the highest standards of service. The College has also placed a renewed emphasis upon economic development as evidenced by the opening of the new Gudelsky Institute for Technical Training this fall. The Continuing Education unit offers a wide array of innovative credit and non-credit programs in apprenticeship/technical trades, allied health, English as a second language, adult basic skills, professional certification, career development, small business and computers, as well as distance learning programs delivered via electronic mail and television. The Provost will lead thirty professional support staff who serve more than 20,000 students annually.

The College is seeking an innovative leader who:

- possess strong leadership and human relations skills and who can demonstrate previous success in building teams and bringing out consensus;
- is able to develop and implement a strategic plan to meet future needs;
- will be actively involved with the community and promote joint ventures with other organizations;
- is sensitive to the needs of a culturally diverse community and student body, and who can foster a diverse work force; and
- can demonstrate previous success in developing and managing budgets in a locally self-sufficient environment.

Candidates must have a master's degree in a relevant discipline; a doctorate is preferred. Eight to ten years of progressively responsible managerial experience is required. A combination of business and continuing education experience is preferred. Salary range \$60,424 to \$73,261. Excellent benefits package.

Review of applications will begin June 26 and interviews are anticipated to begin July 13. Call (301) 279-5373 for an application or write to the following address:

Montgomery College
Office of Human Resources
900 Hungerford Drive, Suite 130
Rockville, MD 20850

Montgomery College is an Equal Opportunity and Affirmative Action institution.
Minorities are encouraged to apply.

VICE-PRESIDENT, ACADEMIC PROGRAMS

International Research & Exchanges Board (IREX)

IREX is the principal U.S. organization specializing in advanced scholarly exchange and cooperative programming with the former Soviet states and the countries of Eastern Europe. It operates on an annual budget of \$8 million, with grants from government agencies and private foundations, and serves approximately one thousand scholars and professionals each year. IREX is headquartered in Princeton, New Jersey. It has offices in Moscow, Kiev, Riga, Alma Ata, Prague, and Bucharest, and is in the process of moving its headquarters to Washington, D.C.

The Vice-President for Academic Programs, working with the President, the governing board, and an academic program committee, will be responsible for the design, implementation, and continuing high quality of the organization's overseas research programs for scholars and other professional specialists, as well as the placement of international scholars and students at other educational institutions and research centers in the United States. In fulfilling these duties, the Vice-President for Academic Programs will coordinate and supervise the services of a 30-person staff, conduct negotiations concerning access and research with state and private entities in the exchange countries, and assist where appropriate in relations with sponsoring U.S. foundations and private foundations.

Applications are invited from university scholars who are U.S. citizens with professional knowledge of and experience in the former Soviet Union and other countries of Eastern Europe, including one or more languages of the region, substantial background experience in non-profit administration and fund raising, and those with equivalent experience in government or in the foundation community. Salary competitive and commensurate with experience. IREX is an Affirmative Action, Equal Opportunity Employer, and especially encourages applications from minority communities and women.

To apply, please send your résumé and the names of four references by June 26, 1992 to:

Dr. Daniel C. Natsume, President
International Research & Exchanges Board
126 Alexander Street
Princeton, New Jersey 08540

Applications are invited for the position of Vice President for University Relations. The successful candidate must have established record of success in higher education administration or other appropriate professional experience which demonstrates leadership in policy formulation, governmental affairs, fund raising and the like. Salary competitive and commensurate with experience. Ability to delegate responsibility and authority, to manage professional staff, and contribute effectively to executive and effective performance. The Vice President must also have an appreciation for the teaching, research and service missions of the University, a respect for the traditions of the University community, and a commitment to supporting affirmative action.

Salary is competitive and commensurate with experience and credentials. In addition, Florida State University offers an attractive benefits and retirement package.

Nominations and applications should be sent to:

Professor W. Sanderson, Chair
Search Committee for Vice President for University Relations
President's Office, 1011 Westcott Building
The Florida State University
Tallahassee, Florida 32306
Fax # (904) 444-0172

Nominations should be received by June 22, 1992. Completed applications, consisting of a letter of application, a résumé and four letters of reference, must be received no later than June 30, 1992.

The "Government in the Sunshine" laws of the State of Florida require that all documents pertaining to the search process, including letters of nomination and applications, be available for public inspection. All meetings of the Search Committee will be open to the public.

The Florida State University is an Equal Opportunity, Affirmative Action Employer.

Women and minorities are encouraged to apply.



ASSISTANT VICE CHANCELLOR

DIVISION OF ACADEMIC SUPPORT

The University of Wisconsin-Oshkosh, a major comprehensive university enrolling 11,000 students, is seeking nominations and applications of individuals qualified for appointment as Assistant Vice Chancellor for the Division of Academic Support.

Qualifications:

1. Doctorate in field (MBA considered).
2. Experience in administration, personnel and communication skills.
3. Commitment to multiculturalism and knowledge in the area of minority/disadvantaged issues and concerns.
4. Administrative/management experience.
5. Grant writing and teaching experience desirable.

Responsibilities:

- Senior member of the Vice Chancellor's staff and a member of the University Administrative Council.
- Provide programmatic and budgetary leadership for three units within the division: (1) Academic Development Services (Student Support Services Program: IREX Program), (2) Minority Student Programs and (3) the Multicultural Education Center.
- Work closely with the deans to provide services to minority/disadvantaged M/D students.
- Play a major role in meeting the University's commitment to minority recruitment, consistent with the UW System's Design for Diversity.
- Involvement in recruitment and retention of M/D students and minority faculty and academic staff.
- Implement M/D program evaluations, maintain the M/D information system and obtain extramural grant funding.
- Teach one course each semester in areas of specialty.

Applications are due by August 15, 1992.

Minorities and women are especially encouraged to apply. Send a letter of interest and a copy of your résumé to Chair, Search and Screen Committee for the Assistant Vice Chancellor, Division of Academic Support, Office of the Vice Chancellor, University of Wisconsin-Oshkosh, Oshkosh, Wisconsin 54901.

The University of Wisconsin-Oshkosh
is an Equal Opportunity/Affirmative Action Employer

providing leadership training and service to the academic activities, student personnel services, student affairs, and other appropriate areas. Two (2) years of experience in student personnel and related areas required. Excellent verbal and written communication skills required. Ability to develop and maintain good working relationships with students, faculty, and staff, and the community. Minimum starting salary and excellent benefits package. Deadline to apply is July 10, 1992 with review of applications beginning July 1, 1992. Send letter of application and references to: Dr. Carl Isenhour, Director of Student Activities, University of Wisconsin-Oshkosh, 1000 Hall Hall, Room 107, Box 3200, Oshkosh, WI 54901.

Applications are invited for the position of Vice President for University Relations. The successful candidate must have an established record of success in higher education administration or other appropriate professional experience which demonstrates leadership in policy formulation, governmental affairs, fund raising and the like. Salary competitive and commensurate with experience. Ability to delegate responsibility and authority, to manage professional staff, and contribute effectively to executive and effective performance. The Vice President must also have an appreciation for the teaching, research and service missions of the University, a respect for the traditions of the University community, and a commitment to supporting affirmative action.

Salary is competitive and commensurate with experience and credentials. In addition, Florida State University offers an attractive benefits and retirement package.

Nominations and applications should be sent to:

Professor W. Sanderson, Chair
Search Committee for Vice President for University Relations
President's Office, 1011 Westcott Building
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Tallahassee, Florida 32306
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The Florida State University is an Equal Opportunity, Affirmative Action Employer.

Women and minorities are encouraged to apply.

Student Activities: Assistant Director of Student Activities. Position Description: Responsible for the direction of student activities, 2) Assist the Director of Student Activities 2) Assist the Director of Student Activities with the development and implementation of student activities, programs and services; 3) Coordinate all student activities; 4) Serve as advisor to student leadership groups and activities; 5) Work with student government and other student organizations; 6) Coordinate all student organizations; 7) Coordinate all student organizations; 8) Coordinate all student organizations; 9) Coordinate all student organizations; 10) Coordinate all student organizations; 11) Coordinate all student organizations; 12) Coordinate all student organizations; 13) Coordinate all student organizations; 14) Coordinate all student organizations; 15) Coordinate all student organizations; 16) Coordinate all student organizations; 17) Coordinate all student organizations; 18) Coordinate all student organizations; 19) Coordinate all student organizations; 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"NEWLY DIVORCED WOMAN AT GRADY'S"

The Bars Where the Blues Live

In the summer, Chicago is hot and dirty. Shirts stick to shoulders and the breeze that cools the lake shore high-rises is full of dust by the time it reaches past the El tracks on 48th Street. Wintertime, the Hawk howls up Indiana Avenue and folks quickstep from their rides, down the concrete stairs as fast as platform shoes allow, duck their hats under the low doorway into the smoky, loud, basement bar where the blues live.

In every season, one dollar lifts the chain and admits the patron to within smelling distance of blues as played no place else in the world.

"Ghetto Blues: Photographs by Marc PoKempner," an exhibition of 50 black and white photographs of Chicago's neighborhood blues clubs, will be at the Northern Illinois University Art Gallery through June 13. The text above is from the photographer's statement for the show.

Do higher education and welfare mix? The experience of Sandra Rosado, a young woman from a housing project in New Haven, Conn., who saved nearly \$5,000 from her part-time job for college, suggests they do not.

The Connecticut Supreme Court has ruled that Ms. Rosado's mother should repay the state \$9,342 in welfare benefits that she had received from August 1988 to August 1989. The reason? Ms. Rosado's savings, and \$989 saved by her younger brother, counted as family assets. Under federal law, families are ineligible for welfare if they have more than \$1,000 in assets, including children's savings.

Connecticut officials said they did not agree with the law, enacted in 1981 at the behest of the Reagan Administration, but said they had to enforce it because Connecticut gets half of its welfare funds from the federal government.

A spokeswoman for the state's Department of Income Maintenance said the agency hoped it could make an exception in this case.

Meanwhile, Connecticut's two U.S. Senators, Christopher J. Dodd and Joseph I. Lieberman, have introduced a bill to exempt Ms. Rosado's mother from having to repay the money. The two Democrats have also proposed general legislation that would allow dependent children of parents on welfare to save money if they use it for education.

"They're now allowed to work. They're just not allowed to save," said an aide to Mr. Lieberman.

Those measures may be too late for Ms. Rosado. Now 20 years old and attending South Central Community College, Ms. Rosado has since spent her savings on clothing, jewelry, and other items. She said state welfare officials advised her to spend all her money so her family could regain eligibility for welfare.

Welfare and higher education have also been an issue in Wyoming, where Gov. Michael Sullivan, a Democrat, has signed a bill designed to curtail welfare spending on college students and their families.

The bill orders the state's Department of Family Services to ask the federal government for the right to cut off welfare benefits to clients who are pursuing education beyond an initial bachelor's degree. It also calls for cutting off benefits to recipients who take more than four years to complete an associate degree or more than six years for a bachelor's degree—or at least to allow the state to exclude such students' financial needs when calculating their families' overall need.

Mary Ann Budenske, a welfare activist who received the aid herself while in law school, said the measure would directly affect only a few people, but could discourage women from pursuing higher education. "We keep doing things that are very coercive to women with children," she said.

A Rise in Complaints
State officials in North Carolina and elsewhere disagree. They have seen a rapid growth in Bible colleges—from 40 five years ago in Florida to 100 today, and from 5 in North Carolina to nearly 50 over the same period—with a corresponding rise in complaints about the quality of the education offered by a few of the institutions. Problems are so widespread that those charged with overseeing such colleges

Government & Politics

\$1.4-Billion Shortage in Pell Grants Confounds Budget-Conscious Lawmakers and Administration

Campus officials nervously await solution as Washington vows no cut in student aid

By THOMAS J. DeLOUGHRY
WASHINGTON

College officials are nervously awaiting word on how Congress will deal with a deficit of \$1.4-billion in the \$5.5-billion Pell Grant program.

The Bush Administration revealed the shortage last month, admitting that it had underestimated by as many as 300,000 the number of students who qualified for the grants in the current academic year and will be eligible in 1992-93. The news came as Congress began work on spending bills

for the 1993 fiscal year, which starts in October.

Lawmakers and Administration officials have vowed not to cut students' grants to make up for the shortage—leaving themselves with the task of finding the money in a very tight budget. They are working under the constraints of a 1990 agreement between Congress and the White House that allows only tiny increases in spending.

Education Department officials have not explained why their original budget estimates were so far off the mark, but college

officials blamed it on increased demand for aid because of the recession. More people are attending college or job-training programs because employment prospects are dim, the officials said, and more students already in college have become eligible for the grants because their parents have lost their jobs.

In January the Education Department asked for \$332-million in Pell Grant funds for shortages in the current and the upcoming academic year, but it now expects the deficit to be \$1.4-billion. The increase in recipients also means that Congress must appropriate \$6.4-billion for the 1993-94 academic year to hold grants at the current level of \$2,400 a year—an increase of \$90-million over the 1992 appropriation.

White House Approach Rejected

Even before the Education Department announced the mammoth shortage, Congress was expected to have difficulty finding money for the grant program. That is because lawmakers have routinely rejected the Administration's recommendation that they pay for increases in Pell Grant appropriations by cutting the College Work-Study program, Supplemental Educational Opportunity Grants, Perkins Student Loans, and State Student Incentive Grants.

Lawmakers searching for a solution to the problem have told Administration officials that they cannot drop a multibillion-dollar bombshell on Congress without suggesting ways to defuse it.

Education Secretary Lamar Alexander has suggested that Congress hold the size of the largest Pell Grants at \$2,400 a year and tighten eligibility rules for the grants. But department officials and lawmakers agree that the Secretary's suggestion will not close the gap and they are considering other ideas.

The option of paying for the entire shortage with 1993 funds would violate limits on domestic spending set in the 1990 budget.

Continued on Following Page

Claims of Freedom of Religion Confront States Seeking to Regulate Bible Colleges



NANCY PIERCE FOR THE CHRONICLE
Gene Norman Thompson of Carolina U. of Theology: "We want to do what our Bible faith leads us to do and educate our students based on moral principles."



WILL OWENS FOR THE CHRONICLE
John F. Corey of the U. of North Carolina: "The least we can do is change the law so that we can say specifically what Bible colleges can do and what they can't do."

By JOYE MERCER
Ask the president of Carolina University of Theology what's wrong with most of American education today and he has a ready response: God is nowhere to be found.

That, in a nutshell, is why the president, Gene Norman Thompson, wants North Carolina to keep its distance from his small Bible college, located in the fellowship hall of a Baptist church in Cramerton. He says state officials are infringing upon his First Amendment right to freedom of religion by telling him what programs he can and cannot offer. Any interference by the government of North Carolina violates the constitutional separation of church and state, Mr. Thompson contends, and will gradually make his university more secular.

The House of Representatives voted 260 to 148 to lift the ban, falling 12 votes shy of a veto-proof majority. Twenty-seven lawmakers did not vote.

The provision to lift the ban was included in a bill that would reauthorize the National Institutes of Health for the next five years.

"This is very disappointing," said Kenneth J. Ryan, a professor of obstetrics and

gynecology at Harvard University's medical school. "This means that the country is going to continue to neglect the needs of patients who could benefit and is going to let important research not go forth."

Top Goal of Researchers

The bill, a compromise version of measures previously approved by the House and Senate, would also make it more difficult for the government to block NIH studies on sexuality.

Lifting the fetal-tissue ban this year has been a top goal of biomedical researchers, who complained that it impeded crucial research and amounted to political interference in the scientific process. They said

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NIH Regional Primate Centers Hope Reauthorization Means More Money

By STEPHEN BURD

WASHINGTON

Officials at the National Institutes of Health's seven Regional Primate Research Centers hope that provisions in the NIH reauthorization bill will translate into more money for them to build new facilities and improve existing ones.

The bill calls for the distribution of federal funds, to be matched by private money, for the construction and renovation of the centers' laboratories and animal-breeding and support facilities.

Built in the early 1960's, the Regional Primate Research Centers are affiliated with major research institutions across the country: Emory, Harvard, and Tulane Universities; the Medical Research Foundation of Oregon; and the Universities of Washington, of Wisconsin at Madison, and of California at Davis.

At the centers, core groups of scientists try to replicate human diseases—such as hypertension, thrombosis, colon cancer, Parkinson's disease, and AIDS—in the primates to learn more about the ailments and to develop treatments and cures.

Because the high cost of monkeys and chimpanzees prevents most universities from having enough primates to study, researchers throughout the country come to the federal facilities. In all, 233 scientists representing more than 300 universities and research institutions made use of the centers' resources in 1991.

10,000 Specimens

In addition to on-site research, each year the centers provide laboratories across the country with more than 10,000 specimens of entire organs, cell and organ tissues, blood specimens, and bodily fluids.

Last year the centers' budget was \$37.4 million.

Scientists say the centers are essential to biomedical research because they serve as national repositories of primates, the closest animal relatives of human beings.

Animal-rights supporters, however, want Congress to close the centers rather than improve them.

They question the value of the work at the centers, saying that differences in the metabolisms of primates and humans make it unlikely that studies conducted at the centers will produce information that is essential to the care of people.

Showing that they play a central role in solving human health problems may be a key to the primate centers' future. Congress must still decide whether to deliver on promises made in the reauthorization bill to give more money to the centers for new facilities.

'Brain-Stealing Activity'

In the end, though, anti-abortion supporters had enough votes in the House to back up Mr. Bush. Rep. Christopher H. Smith, a Republican from New Jersey, said the President's order to establish a tissue bank was much preferable "to the brain-sucking, brain-stealing activity" of transplanting tissue from fetuses from induced abortions.

Some other Republicans, however,

Some other Republicans, how-

ever, said that while they supported the fetal-tissue provision, they could not vote for the reauthorization bill because of the costs to carry it out.

Those representatives said the final bill would authorize \$3 billion more for the NIH than the President wants. They particularly criticized a proposed research-facilities program. "We cannot vote for this at a time when we must work to bal-



Peter J. Gerone of Tulane U.'s primate center: Testing vaccines on animals before humans is "the only ethical thing to do."

Betsy Todd, an animal-rights advocate: The centers "are trying to find experiments to justify having lots and lots of expensive animals."



primates. The regulations have led to costly changes that include enlarging the animals' cages.

Lawmakers responsible for reauthorizing the NIH agree that the situation is serious. The Senate report on the reauthorization bill says: "These facilities can no longer meet the needs or requirements of the biomedical research community. The lack of construction authority and accompanying funds have resulted in overcrowded, aging facilities that need renovation and expansion."

The bill would require the NIH director to divide among the centers \$7 million a year from 1993 through 1996. The money would come from a new grant program for building and maintaining biomedical research facilities.

"From 1974 to now, we have increased the number of grants supported at the center four to five times. Yet, we have not been able to increase our space. This has obviously created an enormous pressure."

The controversy over the centers has focused on concerns about their research agenda and the necessity of some of the work conducted there.

Research on AIDS takes up much of the centers' work and budgets.

Playing on the Public's Fear

Animal-rights supporters and other critics say the centers have used AIDS to justify the existence of the primate program. "The centers are playing on the public's fear of

being infected with HIV-1 and that has begun to show early symptoms of AIDS."

While the centers' critics say that significant biological differences between primates and people make vaccine safety tests on animals useless, Mr. Gerone of the Tulane primate center says that testing vaccines on animals before humans is "the only ethical thing to do."

He adds: "Once we've proven that a vaccine can work against a monkey virus, then we will have to prove that the same vaccine will also work with HIV in humans. But at least we will not be stumbling around in humans, blindly trying vaccines we know nothing about."

He added: "As a result, research will stop and people will die."

Pell-Grant Shortage Confounds Lawmakers and Administration

Continued From Preceding Page

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Rep. Henry A. Waxman, a Democrat from California and the leader of the House fight to lift the ban, said: "Representatives were using the money issue as 'another ruse, another excuse to keep us from lifting the ban.'

He added: "As a result, research will stop and people will die."

Hoping to Bend the Rules

"You're talking about reduced benefits for incoming students because Congress is having to use part of the funds to pay benefits for a larger-than-expected number of current recipients," said Becky H. Timmons, director of Congressional liaison for the American Council on Education.

Some policy makers like the idea because it would comply with the spending limits in the 1990 budget

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States Seek More Regulation of Bible Colleges

Continued From Page A21

the colleges and those who later employ graduates can have confidence in the degrees that the institutions award. But the oversight issue is rarely raised until complaints about a particular institution are made. And when Bible-college oversight comes up, officials say they do not always have support from lawmakers to toughen state regulations.

Since 1991, Carolina University of Theology has been offering classes that Mr. Thompson says prepare students for careers in the ministry, religious education, and counseling. The school is fighting North Carolina's attempt to learn more about its programs and alumni.

"The only problem I have with state regulations is that the state has a tendency to relegate God to a mythical identity," Mr. Thompson says. "They can't prove that He exists, and that attacks our basic faith. We do not want to be regulated by the state. We want to do what our Bible faith leads us to do and educate our students based on moral principles."

Degrees in Biblical Studies

The Carolina University of Theology grants bachelor's, master's and doctoral degrees in several subjects, including Biblical studies and counseling; enrolls about 100 students; and charges tuition of \$1,200 a year. The courses, some of which are offered through the mail, are taught by 12 professors, including Mr. Thompson and some church pastors.

Mr. Thompson admits that some students can get through the programs in a matter of months, but he says that is because credits can be awarded for life experience—the knowledge gained from years spent in a particular line of work, for instance.

To Mr. Corey, the regulations

mean he may ask for information about the colleges and their programs, including lists of graduates and course catalogues, to determine whether they are legitimate. He also has asked some colleges to change the names of courses and degrees that sound secular to reflect their religious orientation. But Mr. Thompson says the state's regulations do not give Mr. Corey that authority.

In addition, Mr. Corey and other UNC officials say that some of the guidelines for licensing non-religious private institutions, particularly those that require them to be corporate entities and show evidence of financial stability, should apply to Bible colleges as well.

Carolina University of Theology, whose answering-machine message refers to it as "Carolina University," has had exemptions for some programs, but the state Attorney General's office is investigating the school for offering, without the exemption, a Ph.D. program in Christian counseling and psychology. Mr. Thompson, however, says he already has an exemption for the program.

If the school continues to offer the program, the matter could wind up in court, says Thomas J. Ziko, special deputy Attorney General in the education section.

'Overstepping'

John S. Freeman represents Carolina University and two other Bible colleges in North Carolina that are seeking exemptions for all of their programs. The lawyer contends that officials are "overstepping" their authority and coming precariously close to crossing the line that separates church and state.

Of the 50 Bible colleges that offer programs in North Carolina, most have exemptions, or exemptions

through powers vested in it by the General Assembly in the 1970's. Bible colleges are exempt from that requirement, although the colleges must apply for the exemption.

"The least we can do is change the law so that we can specify exactly what Bible colleges can do and what they can't do," Mr. Corey says.

To be licensed by the university system, a postsecondary institution must meet several "minimum standards" relating to programs, facilities, faculty, financing, organization, and student services. Programs leading to religious vocations are not subject to those criteria. Although the institutions must prove "to the satisfaction" of the UNC Board of Governors that they should be exempt, the regulations do not say what proof—if any—is needed.

To Mr. Corey, the regulations

are pending. But fewer than half are accredited by agencies recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation. Without accreditation by recognized agencies, students do not qualify for federal financial aid.

While colleges do not have to be accredited to be licensed or exempted in North Carolina, Brian C. Donley, president of John Wesley College, says accreditation insures a reasonable level of quality. That assurance is particularly important to Bible colleges, which skeptics

"The only problem I have with state regulations is that the state has a tendency to relegate God to a mythical identity."

have often thought of as "glorified Sunday schools," he says.

"You want to insure that the quality is there for the student, and there has to be some kind of way to establish whether the person is getting what they're paying for," says Mr. Donley, whose North Carolina college is accredited by the American Association of Bible Colleges. "If you're offering services and taking money from the public, you put yourself under some obligations."

John A. Owston, a Tennessee minister who has written articles for Christian publications about what he calls "theological diploma mills," says states need more power to regulate what goes on at some Bible colleges.

"I think the requirements are an exercise of the state's responsibility to protect the public," says Mr. Peterson, an ordained minister and member of the board of the American Association of Bible Colleges. "If you're offering services and taking money from the public, you put yourself under some obligations."

When a person claims to have a certain degree, it is perceived that this has taken some time and a lot of effort to attain," says Mr. Owston, who attended Kentucky Christian College and Emmanuel School of Religion. "I don't think the government should have total control, but I worked hard getting my education, and it aggravates me that there are people that can, with money and with minimal work, get Ph.D.'s."

Sandra L. Knight, associate director of Florida's Board of Independent Colleges and Universities, agrees that more oversight is needed, especially changes in the law that would give the board power to regulate the names of degrees that Bible colleges offer. "But the difficulty comes when you try to put the 'religious' diploma mills out of business and not affect the legitimate schools," she says. "It's very difficult to craft language to do that."

As in North Carolina, Bible colleges in Florida are exempted from licensing.

"The legitimate people who run legitimate colleges cannot comprehend that someone would hide behind the cloak of religion and use it to defraud people," Ms. Knight says.

She sometimes asks religious colleges for catalogues and other information to determine their validity. But ascertaining course content can be complicated.

"The trouble is, even if the catalogue is full of things we say are secular, they can claim it isn't, and there are no teeth in the law," she says.

"My concern is, suppose one of these exempt institutions that we can't do anything about decided to give an M.D. degree and call it 'religious medicine'? What are we going to do then?"

Government & Politics

An 1898 Pennsylvania law requires that any college, university, seminary, or institution that awards credits and confers degrees must be licensed by the state. To be licensed, institutions must meet several criteria, including having at least eight full-time professors and an endowment. They must also seek full accreditation.

'Exercise of Responsibility'

"Our biggest problem is people who come in from North Carolina, Florida, and elsewhere who think they can do the same thing here that they do down there," Mr. Evans says. "Without our law, all kinds of substandard situations would prevail."

Gilbert A. Peterson, president of Lancaster Bible College, says Pennsylvania's requirements have not limited his institution's religious freedom.

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Government & Politics

STATE NOTES

- Head of New Mexico student-loan agency quits after audit
- University of California system toughens its residency rules
- Alaska regents approve reorganization of rural-campus system

John Merrett resigned as president of the New Mexico Educational Assistance Foundation last month after an audit turned up thousands of dollars in expenditures he had authorized for travel, entertainment, and lobbying.

The foundation, a semi-autonomous state agency that manages student loans, provides money to students attending New Mexico colleges.

The audit, by a Santa Fe accounting firm, was authorized by the foundation's Board of Directors after members questioned some expenses. It listed nearly \$6,000 in expenditures over a three-year period, according to the Associated Press. Mr. Merrett declined to comment on the report.

David W. King, state treasurer and chairman of the foundation's board, confirmed that a report had been done, but said he did not know if it would be officially released. After board members reviewed the report, they agreed with Mr. Merrett that his contract would not be renewed when it expires on June 30.

The Associated Press said the report detailed more than 30 out-of-state trips taken by Mr. Merrett and other foundation staff members, including one to Haiti, with airfare and car-rental costs totaling \$1,500. Also listed were 35 stays abroad, including a \$1,124-tub at the Waldorf-Astoria in New York City, and contributions totaling \$1,660 to the Santa Fe Celebrity Ski Classic.

Also revealed was an agreement the foundation had with a university in Haiti to be the university's fiscal agent. While the board has not alleged that the contract was improper, Mr. King said the directors should have been made aware of it. He also said that while the foundation had been paid \$300 a month according to the contract's terms, that amount probably fell far short of reimbursing the foundation for staff time.

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Under the new system, university officials said. —JACK McCURDY

before they are eligible to pay resident fees. Graduate, married, and some other categories of non-resident students are exempted from the new rules.

Under the new residency requirements are designed to increase revenues for the university, which is facing significant budget reductions because of anticipated lower levels of state support. Revenues are projected to increase by \$6-million in 1994 and up to \$20-million by 1997

under the direction of the University of Alaska at Fairbanks. The 1987 reorganization, which took place amid severe state budget reductions, provoked heated complaints from rural educators that services to the students were being unfairly cut.

Under the current plan, the rural college's departments of education and behavioral sciences will come under the direction of Fairbanks campus's College of Liberal Arts. In addition, the rural campus's cross-cultural education and rural-development programs will now report directly to the chancellor of the Fairbanks campus.

College officials said that by removing one level of administration—a dean of the rural college—the rural campuses would gain more control over programs and budgets. —MISTER MONAGHAN

Briefly noted

■ The State of Michigan has begun selling tax-free bonds aimed at families saving for college. The bonds, which will be sold for as little as \$300, are being promoted as an alternative to the state's pre-paid-tuition program, which has been suspended while officials decide if its continuation is feasible.

■ Voters in Campbell County, Wyo., have rejected a proposal to create a new community-college district with authority to levy property taxes. Coal-mining companies opposed the measure, saying the higher taxes would force them to raise their prices.

WASHINGTON ALMANAC

CONGRESSIONAL HEARINGS

Since changes frequently occur with little advance notice, it is advisable to check with committees on or near the hearing dates.

HOUSE OF REPRESENTATIVES

Technology policy. June 3-4. Hearings on the H.R. 336, the National Technology and Competitiveness Act, which would increase budget authority for the National Science Foundation and expand apprenticeship and vocational-education programs. Contact: House Science, Space, and Technology Subcommittee on Technology and Competitiveness; (202) 225-8128.

BENATE

Telecommunications. June 17. Hearing on applications of telecommunications technology for educational purposes. Contact: Senate Commerce, Science, and Transportation Subcommittee on Communications; (202) 224-9340.

NEW BILLS IN CONGRESS

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Breast-cancer research. H.R. 5156 would, in part, authorize \$300-million for fiscal 1993 for breast-cancer research at the National Cancer Institute and establish a scholarship pro-

Representative Penny (D-Minn.) and two others.

Veterans' education benefits. H.R. 5097 would increase education benefits for veterans leaving the military because of reductions in defense spending. By Representative Penny (D-Minn.) and Representative Smith (R-N.J.).

Veterans' education benefits. H.R. 5098 would permit veterans to obtain vocational training anywhere in the country and would authorize an increase in financing for training and counseling services. By Representatives Martinez (D-Cal.) and Reps. Gosselin and Boustany (D-Tex.).

Veterans' training. H.R. 520 would establish a national youth apprenticeship program to train high-school and college-age students and certify them based upon national standards. By Representative Goodling (R-N.Y.) and two others.

College savings. H.R. 5284 would allow states to permit children of families receiving welfare to save money for college without requiring the families to give up their federal benefits. By Senator Dodd (D-Conn.) and Senator Lieberman (D-Conn.).

Sweet-potato research. H.R. 5275 would establish a program to sponsor competitive research at land-grant universities on sweet-potato farming. By Senator Johnston (D-La.) and five others.

Veterans' education benefits. H.R. 5276 is the Senate version of H.R. 5097. By Senator Dale (R-Kan.) and Senator Simpson (R-Wyo.).

Vocational training. H.R. 5245 is the Senate version of H.R. 520. By Senator Dale (R-Kan.) and five others.

SENATE

Business & Philanthropy

In Tough Times, Some Colleges Find Conservative Management Pays Off

A few private institutions have avoided the cutbacks that have crippled many others

WHILE most of private higher education is struggling with financial difficulties, a few colleges and universities are going against the trend.

They have avoided the layoffs and cutbacks that have crippled many others. They have seen their endowments grow, private giving increase, and enrollments remain steady or even grow.

How are they pulling it off?

Each campus is doing it differently, but a common theme cited by many college officials is conservative management. That, they say, covers everything from how colleges invest their endowments to how much debt they take on to how they add new academic programs and positions.

Many of the colleges that are now doing well avoided the excesses of the 1980's, choosing to grow cautiously and selectively, if at all. When they did add new academic programs, they followed an idea that has gained increasing acceptance: They grew by substitution—building some programs while scaling back others.

A common problem cited by college officials today is the past addition of too many administrative positions, a dilemma many call "administrative bloat." Institutions

that didn't add large numbers of new staff and administrative positions seem better positioned financially, the officials say.

Lynn A. Brooks, vice-president for finance at Connecticut College, says: "Some schools have really increased staff and faculty, and that's what they'll cut first. We don't see that we have that option. We're already very lean."

In some cases, colleges that are now on sound fiscal footing went through a mild retrenchment several years ago. Hard times forced them to develop a strategic plan, and they stuck to it. Often the plan is championed by a president with a strong management style, a situation that has been known to cause some concern among faculty members.

Yet having a coherent plan gives a college discipline—through good times and bad, college officials say.

"By not assuming that the good times today are going to be good times tomorrow, you give yourself a cushion," says Marilyn McCoy, Northwestern University's vice-president for administration and planning. "Now there are certain financial pressures that could come along that could be very severe for us as well, but we can take the slight knocks because of the cushion."

—LIZ McMILLEN AND JULIE L. NICKLIN

Claremont McKenna College Uses a Brain Trust to Manage Growth



Claremont McKenna's Jack L. Stark, who says his institution is better run than many businesses: "You have to hustle."

By LIZ McMILLEN

CLAREMONT, CAL.

Some people like to say that the problem with colleges is that they aren't operated like businesses. Not Jack L. Stark.

Mr. Stark, president of Claremont McKenna College, says his institution is better run than many businesses. Although he may be guilty of a little bias, there is some truth to his statement.

"It's a business arrangement," a university spokesman said. "But it's going to generate revenue that can be used for philanthropic purposes."

While other colleges are trying to limit growth, Claremont McKenna plans in 1995 to begin increasing its enrollment to 1,000, from 850 today. While other institutions are seeing their investments stagnate, Claremont McKenna earned 17.4 per cent on its endowment last year. And while many colleges are struggling to cope with slowed giving, Claremont McKenna is enjoying an increase in private gifts, spurred

by an aggressive program of deferred giving.

Perhaps it's no surprise that an institution known for producing large numbers of corporate executives, entrepreneurs, and lawyers does a good job of managing its own finances.

Claremont McKenna offers a liberal arts curriculum with an emphasis on political science, government, and economics. Seven

of the institution's most prominent firms now make up a financial brain trust on the college's Board of Trustees, guiding the institution's investments and managing its growth.

Incentive Investment Tips

Serving as chairman is Robert A. Duy, founder of the Trust Company of the West, which manages more than \$20-billion in investments. Mr. Duy, a member of the trustees' investment committee, has provided several lucrative investment tips to the college.

Also on the board are Robert Lowe, president of Lowe Enterprises Inc., a real estate development and management company; and Henry Kravis and George Roberts, who founded Kohlberg Kravis Roberts & Company, a firm known for its aggressive strategy of bankrolling buyouts of large corporations.

Says Mr. Stark: "This is a board that brings together a high degree of sophistication in the investment world."

After graduating from the college in 1971, Mr. Stark spent three years in the Marine Corps. In 1960 he went to work in the college's alumni office and soon became involved in long-range planning and budgets. Although he doesn't have a Ph.D., Mr. Stark became the college's president in 1970, when he was 36.

John K. Roth, a philosophy professor who has been at the college for 26 years, calls the president a "superb manager."

"He has taken this college from a good standing and put it on the map," Mr. Roth says. "If there's a criticism, it's that Jack tends to manage top down." Even so, Mr. Roth says, faculty members see Mr. Stark as a president who is open and accessible.

Specialization Encouraged

As a member of the Claremont College Consortium, Claremont McKenna enjoys an unusual—and efficient—arrangement with other institutions.

In addition to Claremont McKenna, the consortium includes the Claremont Graduate School and Harvey Mudd, Pitzer, Pomona, and Scripps Colleges.

Each college offers a particular curriculum that complements the others, an arrangement that encourages specialization and avoids duplication. Students often take courses at several of the member colleges.

Together, the colleges enroll about 5,000 students and cover about 300 acres.

Because of the economies of scale involved in a consortium, most of the Claremont colleges are prospering despite the recession. Pomona College, a liberal-arts institution, has increased its endowment to \$70-million, from \$45-million, in one decade. Harvey Mudd, which offers a specialized curriculum in engineering, science, and mathematics, expects to raise \$70-million in a capital campaign that opened in January.

Avoiding Administrative Bloat

Administrators and faculty members chalk up the college's relative well-being to its strategic plan and to an operation they say has always been lean and mean.

Rather than adding programs simply because it could, Connecticut tended to grow carefully and slowly—if at all. Echoing the words of administrators at other colleges, President Claire L. Gaudiani calls that idea "growing by substitution."

"Now it's chic, but we were doing it a number of years ago," says Ms. Gaudiani, who has run the college since 1988.

With the exception of Ms. Gaudiani, a scholar of French literature and a former administrator at the Wharton School at the University of Pennsylvania, many administrators at Connecticut wear two or more hats.

Dorothy B. James is provost of the college and dean of the faculty. Claire K. Matthes is dean of admissions and planning, with special responsibility for coordinating institutional research and the college's strategic plan. Besides keeping track of the college's investments, Lynn A. Brooks, who is vice-president for finance, oversees personnel, the dining halls, the bookstore, the print shop, and campus security.

Kenna has virtually no deferred maintenance on its buildings. But its youth does put it at something of a disadvantage where fund raising is concerned. Wealthier institutions have built up their endowments thanks to the bequests of well-heeled alumnae. The oldest alumni of Claremont McKenna are in their late 60's.

Best Fund-Raising Year Ever

Although other colleges are seeing declines in private giving, Claremont McKenna is enjoying its best fund-raising year ever, having netted \$16.7-million by the end of April, well beyond its \$10.5-million goal for the year.

The college developed a variety of deferred-giving plans to allow donors to make a gift to the college while still receiving income from their assets. Twenty-five percent of the college's private donations each year are in the form of deferred gifts.

The college advertises its deferred-giv-

ing programs in several publications, including *The Wall Street Journal* and *Smart Money*. The vast majority who respond to the ads have no connection with the college, says Jon Keates, the vice-president for development. "We're obliged to go outside our alumni group," he says.

Nearly 80 per cent of Claremont McKenna's \$153-million endowment is internally managed, guided by Mr. Stark, Mr. Weis, and several of the college's trustees.

Claremont McKenna has some of its endowment leveraged in leveraged buyouts and other risky investments, but it has tended to avoid real estate, which lately has proved to be a drag on institutional investments.

In less than 50 years, Claremont McKenna's endowment has grown to be one of the largest of similarly sized colleges. Mr. Stark chalks that up to a happy confluence of events. "Our strategy paid off. And then there's luck."

Connecticut College's Strategic Plan Helps It Stay Lean and Mean

NEW LONDON, CONN.

Several private colleges and universities in Connecticut have been forced to take measures—some of them drastic—to balance their budgets: Yale University is trying to cut its academic budget by 5 per cent. The University of Bridgeport has accepted a \$50-million bailout offer by a group affiliated with the Unification Church. And Wesleyan University has begun to look at cost-cutting measures to avoid a deficit.

In sharp contrast to all that, Connecticut College has been enjoying the fruits of frugal management.

The college has not laid off any staff or faculty members, and has no plans to.

While other institutions are requiring faculty members to increase their teaching loads, professors at Connecticut have had theirs decreased. The college recently decided to continue its policy of need-blind admissions, a practice that some institutions have found too expensive to maintain. Two new buildings are going up, both financed with a minimum of debt. And for the last 16 years, the college has balanced its budget.

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President Claire L. Gaudiani of Connecticut College: "We did not build a powerful, complicated administrative superstructure, so we don't have to undo it."

No sign of administrative bloat here. "All of our administrators do things," says Mr. Brooks, with not a trace of irony in his voice.

Adds Ms. Gaudiani: "We did not build a powerful, complicated, administrative superstructure, so we don't have to undo it. Through the expanding years, we didn't have a proliferation of courses and programs."

Bringing Discipline to the Budget

Mostly that's because the college has been guided by a strategic plan that was started four days after Ms. Gaudiani came to the college. Involving 300 people, including faculty and staff members, administrators, trustees, alumni, and students,

the plan lays out a series of goals designed to place the college at the forefront of liberal-arts education. Chief among them are a focus on diversity, ethics, internationalism and a balance between the liberal arts and sciences.

The plan brought discipline to the college budget, administrators and faculty members say. "When difficulties hit higher education, we were ready," Ms. Matthews says. "We had a system, an architecture, and coherence around a set of decisions."

Although a few programs were eliminated, including a master's-degree program in dance, the college does not expect to cut any undergraduate programs. Ms. James

Continued on Following Page

Business & Philanthropy

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Yet having a coherent plan gives a college discipline—through good times and bad, college officials say.

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—LIZ McMILLEN AND JULIE L. NICKLIN

Aims Community College has returned a gift to a donor who insisted that the money be used for scholarships limited to white women.

Three years ago, Ruth Junius Youder gave Aims \$10,000 to set up a fund that each year would award \$1,200 to a woman business student. At the time, Ms. Youder suggested that the recipient be a white woman. But last February Ms. Youder demanded that next year's award go to a white student. Ms. Youder declined to comment.

Officials at the Colorado college asked Ms. Youder to drop the stipulation because it limited the award to a particular group. (Members of minority groups, largely Hispanics, make up about 19 per cent of Aims' 19,000 students.) But Ms. Youder refused.

Then a Hispanic student charged that the stipulation was discriminatory. In a special meeting, the Aims Community College Foundation decided not to limit the scholarship, and Ms. Youder later demanded her money back.

"It really boils down to what the law states," a college spokesman said. "And we felt it would be most appropriate to go with what our attorney said and give the money back."

When students buy a Pepsi at Pennsylvania State University this summer, they'll be doing more than quenching their thirst.

The Pepsi-Cola Company and Penn State have signed a deal expected to bring the university \$14-million over 10 years for facilities and various programs.

Under the plan, Penn State will give Pepsi exclusive rights to scoreboard advertising in Beaver Stadium and in a new academic and athletic events center that Pepsi will help build. The soft-drink company will have exclusive rights for marketing its products on Penn State's 21 campuses. In addition, it will manage vending services at the main campus. In return, Penn State will receive \$14-million from the company's sales on the campus.

Penn State officials plan to put about \$6-million of the money toward the nearly \$54-million cost of the new events center. The university plans to raise an additional \$14-million, and the Commonwealth of Pennsylvania is providing \$33.8-million.

The university will also pump \$6-million into scholarship programs, university housing, vending operations, and a new stadium scoreboard. The remaining \$2-million will support the university's cultural center, libraries, and other needs on the campuses.

Penn State officials say the partnership may be the first to join fountain sales, vending operations, and athletic sponsorship at a university.

"It's a business arrangement," a university spokesman said. "But it's going to generate revenue that can be used for philanthropic purposes."

Claremont McKenna's Jack L. Stark, who says his institution is better run than many businesses: "You have to hustle."

By LIZ McMILLEN

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Serving as chairman of the Trust Company of the West, which manages more than \$20-billion in investments, Mr. Day, a member of the trustees' investment committee, has provided several lucrative investment tips to the college.

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Healthy Competition

The colleges share facilities and staff members as well as a healthy spirit of competition, says Frederick M. Weis, Claremont McKenna's vice-president and treasurer. "You can pick up the phone or walk across the street and find out how they're doing," he says. "You're not the only individual college treasurer within 500 miles."

As a young college—it will celebrate its 50th anniversary in 1996—Claremont Mc-

Kenna has virtually no deferred maintenance on its buildings. But its youth does put it at something of a disadvantage where fund raising is concerned. Wealthier institutions have built up their endowments thanks to the bequests of well-heeled alumni. The oldest alumni of Claremont McKenna are in their late 60's.

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The college's investments are recording similar growth. Mr. Stark likes to cite the fact that the college's figure for endow-

ment-per-student has more than tripled in seven years: to \$175,000 in 1991, from \$54,000 in 1984.

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Connecticut College's Strategic Plan Helps It Stay Lean and Mean

NEW LONDON, CONN.

Several private colleges and universities in Connecticut have been forced to take measures—some of them drastic—to balance their budgets: Yale University is trying to cut its academic budget by 5 per cent. The University of Bridgeport has accepted a \$50-million bailout offer by a group affiliated with the Unification Church. And Wesleyan University has begun to look at cost-cutting measures to avoid a deficit.

In sharp contrast to all that, Connecticut College has been enjoying the fruits of frugal management.

The college has not laid off any staff or faculty members, and has no plans to. While other institutions are requiring faculty members to increase their teaching loads, professors at Connecticut have had theirs decreased. The college recently decided to continue its policy of need-blind admissions, a practice that some institutions have found too expensive to maintain. Two new buildings are going up, both financed with a minimum of debt. And for the last 16 years, the college has balanced its budget.

Avoiding Administrative Bloat

Administrators and faculty members chalk up the college's relative well-being to its strategic plan and to an operation they say has always been lean and mean.

Rather than adding programs simply because it could, Connecticut tended to grow carefully and slowly—if at all. Echoing the words of administrators at other colleges, President Claire L. Gaudiani calls that idea "growing by substitution."

"Now it's chic, but we were doing it a number of years ago," says Ms. Gaudiani, who has run the college since 1988.

With the exception of Ms. Gaudiani, a scholar of French literature and a former administrator at the Wharton School at the University of Pennsylvania, many administrators at Connecticut wear two or more hats.

Dorothy B. James is provost of the college and dean of the faculty. Claire K. Matthews serves as dean of admissions and planning, with special responsibility for coordinating institutional research and the college's strategic plan. Besides keeping track of the college's investments, Lynn A. Brooks, who is vice-president for finance, oversees personnel, the dining halls, the bookstore, the print shop, and campus security.

Bringing Discipline to the Budget

Mostly that's because the college has been guided by a strategic plan that was started four days after Ms. Gaudiani came to the college. Involving 300 people, including faculty and staff members, administrators, trustees, alumni, and students,

President Claire L. Gaudiani of Connecticut College: "We did not build a powerful, complicated administrative superstructure, so we don't have to undo it."

No sign of administrative bloat here.

"All of our administrators do things," says Mr. Brooks, with not a trace of irony in his voice.

Adds Ms. Gaudiani: "We did not build a powerful, complicated, administrative superstructure, so we don't have to undo it. Through the expanding years, we didn't have a proliferation of courses and programs."

Continued on Following Page

the plan lays out a series of goals designed to place the college at the forefront of liberal-arts education. Chief among them are a focus on diversity, ethics, internationalism and a balance between the liberal arts and sciences.

The plan brought discipline to the college budget, administrators and faculty members say. "When difficulties hit higher education, we were ready," Ms. Matthews says. "We had a system, an architecture, and coherence around a set of decisions."

Although a few programs were eliminated, including a master's-degree program in dance, the college does not expect to cut any undergraduate programs. Ms. James

Connecticut College Stays Lean and Mean

Continued From Preceding Page
calls the plan a recognition that "we can have anything we want, but not everything."

Faculty members agree that the strategic plan has brought coherence to the college, but some say it may be too much of a good thing.

"We went from a sleepy place to a place where things are managed, and it's done in a way that makes the faculty remote from the process," says a professor who asks not to be identified.

'Uncoupling' Tuition

One result of the plan was that the college decided to "uncouple" tuition and the

sitions but reallocate how work is done," Mr. Brooks says.

The college has also closely evaluated its investments. Shortly after Ms. Gaudiani came to the campus, new investment managers were hired, as was a consultant to evaluate the managers.

The college now has 60 per cent of its portfolio in stocks and 40 per cent in bonds, with virtually no money in riskier "non-traditional" investments such as venture capital or real estate. In 1990-91, the endowment had a total rate of return of 38 per cent, well above the 7.2-per-cent average for colleges that year.

Building Up the Endowment

Connecticut's \$50-million endowment is small compared with that of other colleges, and Ms. Gaudiani seems determined to

build it to \$100-million as fast as she can. All unrestricted bequests now go directly into the endowment, and a capital campaign is in the planning stages. When the campaign is announced two years from now, a good portion of its probable \$100-million goal will be designated for the endowment.

As for other institutions dealing with budget problems, Ms. Gaudiani says too many are burdened by a confrontational attitude between faculty members and administrators.

"The time is over when faculty and administrators can live in a confrontational environment," Ms. Gaudiani says. "What has hurt institutions is when constituencies slug each other. They go home lessened and angry. Institutions suffer."

—LIZ McMILLEN

Livingstone College Erases an Epitaph With a Series of Tough Fiscal Policies

SALISBURY, N.C.

While many higher-education institutions are struggling to make ends meet, Livingstone College is making a financial comeback.

In 1988, several of its trustees thought the historically black college would have to close its doors. Its debt had soared to \$3.6-million, surpassing its endowment. The college was having trouble making its loan payments. It had no organized fund-raising operation. Buildings on the campus were falling apart. Enrollment was slipping. And faculty morale was low.

Four years later, all that has changed. Officials reported a \$1.4-million surplus in the campus's \$10-million operating budget in 1991. Fund raisers have passed the halfway mark in a \$10-million campaign. Buildings are being renovated. Enrollment is increasing. New academic projects are being developed. And positions for new professors are being created.

"Many had written the epitaph for the campus," says Livingstone's president, Bernard W. Franklin. "Now they call us 'The Miracle on Monroe Street.'"

Major Gift Wipes Out Debt

Livingstone officials blame mismanagement for the college's fiscal difficulties in the 1980's. So when Mr. Franklin took over as president in 1989, he instituted some tough fiscal policies. Mr. Franklin came to the college from Virginia Union University, where he served as vice-president for student affairs and later as an assistant to the president.

To bring its finances under control, the college used a major gift to wipe out much of its debt. In 1991 the African Methodist Episcopal Zion Church, which founded the college in 1879, gave Livingstone \$2.5-million. The church owed \$2.6-million to the U.S. Department of Education for loans it had received in the 1960's to construct several buildings. Livingstone was to repay the loan by 2030, but the college couldn't afford the fees and was racking up debt and repayment penalties. With the church's gift, Livingstone was able to pay off the debt early and was rewarded. The Education Department forgave much of the loan, leaving Livingstone with part of the gift to use for other projects. The college also persuaded its bank to let it extend repayment for five years on an additional \$1-million it had borrowed for operations.

College officials also have moved to make the campus more cost-conscious. Professors cannot buy anything without approval from administrators. Students will be dismissed if they don't pay their bills. And several positions were eliminated in a review of departments and services.



President Bernard W. Franklin of Livingstone College: "Many had written the epitaph for the campus. Now they call us 'The Miracle on Monroe Street.'"

NANCY FERRE FOR THE CHRONICLE

"The bottom line is that we're a business," Mr. Franklin says. "If we don't operate as an efficient business, then we won't be in the business of educating students."

Even though most faculty members agree that the changes have put the college on the right financial track, they haven't made everyone happy. "It's been difficult," says Carrie H. Bolton, president of the Faculty Council. "There have been points at which frustrations have been high."

With an endowment of only \$2.2-million, Livingstone depends on gifts, money from the United Negro College Fund, and tuition to make up the bulk of its \$10-million operating budget.

\$10-Million Capital Campaign

Livingstone is concentrating on attracting more gifts. With aggressive fund-raising efforts, gifts to the annual fund grew from \$365,000 in 1990 to \$800,000 in 1991.

Livingstone has already collected nearly \$7-million in gifts and pledges to its \$10-million capital campaign. Announced in 1991, the five-year drive seeks to raise money for student scholarships, academic programs, and building repairs.

Although many colleges are trying to limit tuition hikes, Livingstone raised tuition this year by 25 per cent to increase

revenue. The campus had not had significant increases for several years, leaving the college with one of the lowest tuitions in North Carolina.

In academic 1991-92, Livingstone raised tuition to \$2,028 a semester, from \$1,623 in 1990-91. The college plans to increase tuition again next year by an additional 10 per cent, to about \$2,200 a semester.

"When our tuition ranks at a level where we compete with other colleges like us, then we'll be able to fall back down," says Patricia M. Johnson, Livingstone's business manager.

Livingstone now requires students to pay 75 per cent of a semester's tuition when they enroll. The remainder must be paid no later than five weeks after the semester has begun. Last fall, officials sent home 60 students who didn't pay on time. This spring, no students were let go.

Better-Prepared Students

Despite the relatively steep tuition increases, students still apparently want to come to Livingstone. Applications climbed from 600 in 1990 to 700 in 1991, an increase of 17 per cent. And officials expect 850 students to apply for next academic year. Officials are also accepting more and better-prepared students. Enrollment had dwindled to 558 by 1988, but two years later it was up to 682, a 22-per-

cent increase. The number dipped this year to 615 because of the new tuition-payment policy or because students failed to meet the college's higher academic standards. Livingstone hopes enrollment will reach 700 by 1993.

The financial strength and student increases have allowed the campus to hire 11 new faculty members and create new programs. About \$500,000 from the campaign will establish the Center for Teaching Excellence, which will be attached to the college's teacher-training program. Among other things, the center will let prospective teachers tutor local children. Another new program, the Marketing and Real Estate Management Institute, will be created with \$250,000 from the campaign and will offer business students the opportunity to work in property development.

The look of the campus is improving,

too. In just one year, the college spent \$1.2-million to renovate dormitories, replace heating and cooling units, and make other repairs.

Officials who worked at Livingstone before its recent transformation say Mr. Franklin's leadership has made the difference.

"It's had a new burst of energy," says Catrelia Steele Hunter, dean for institutional advancement. "It's a totally new institution."

—JULIE L. NICKLIN

Business & Philanthropy

Discipline-Minded President Credited With Reviving Northwestern

By JULIE L. NICKLIN

EVANSTON, ILL.

The strategy that healed Northwestern University's fiscal ills in the 1980's and keeps the campus financially healthy is simple and sophisticated. It's plain vanilla.

That might seem like a strange way for Northwestern's president, who holds a Ph.D. in economics, to describe his budget policy. But while other institutions have experimented with new and sometimes complicated budget methods, Arnold R. Weber says his policy boils down to a few simple, clear-cut rules.

Stay more on "hard" money—cash from sources such as tuition—than on "soft" money—cash expected from such sources as grants. Use surpluses wisely when budgeting for a project, know whether it will be a one-time or recurring cost. Invest the endowment conservatively. And above all: overestimate expenses and underestimate revenue.

These rules have paid off. For the past few years, Northwestern has reported an annual surplus of about \$2-million on a \$100-million budget. In fiscal 1991 the campus's \$14-billion endowment earned a 14.4-per-cent return, exceeding the national average of 7.2 per cent. At the same time, gifts to the campus increased. Aging buildings are being repaired. And a growing number of students are applying for admission.

"It's a plain-vanilla, conservative policy. There's no single, magic formula," Mr. Weber says. "Ninety per cent of management is paying attention and having a system that works."

Out of Control

Mr. Weber's dose of conservative management seemed to be just what Northwestern needed when he took over in 1985. By the early 1980's, Northwestern had lost control of its spending, and a budget deficit climbed to nearly \$9-million in 1981. Annual tuition increases shot up to 17.4 per cent in 1982-83.

Most officials credit the tough-mindedness of Mr. Weber, who received his Ph.D. in 1958 from the Massachusetts Institute of Technology, with straightening out the university. Throughout his career, Mr. Weber has held government and academic positions, serving as president of the University of Colorado before coming to Northwestern.

Mr. Weber's management style hasn't pleased everyone, and a few professors feel they should have more say in how money is spent. "There obviously isn't 100-per-cent agreement about Dr. Weber's decisions," says Dale T. Mortensen, chairman of the Budget and Finance Committee of the General Faculty Committee. "But there hasn't been any real disgruntlement."

Adds Jim G. Carleton, Northwestern's vice-president for student affairs: "With the arrival of Arnold, discipline became the word of the day."

One of Mr. Weber's first moves was to set up a program review that the faculty had requested. Over the past seven years, each of Northwestern's departments has been evaluated for quality, enrollment, and focus.

A few weak programs—speech education and ecology and evolutionary biology, for example—were eliminated. Some with low enrollment—such as the dental school—have been scaled down. Others are being improved or refocused: The university is hiring new professors in an effort



Arnold R. Weber of Northwestern U.: "It's a plain-vanilla, conservative policy. There's no single, magic formula."

from 44 per cent to about 53 per cent. Although many other institutions are seeing their indirect-cost rate decline, Northwestern's rate hasn't changed; it was comparatively low to begin with, university officials say.

Strong Return on Investments

And while many institutions reported little or no increase in their endowment earnings in fiscal 1991, Northwestern's endowment drew a 10.4-per-cent return. The national average was 7.2 per cent, according to this year's annual survey by the National Association of College and University Business Officers.

Northwestern officials try to keep 66 per cent of the university's portfolio in stocks and 34 per cent in fixed-income investments. That conservative policy, they say, accounts for 1991's strong return, even though it was a drop from the 11.7 per cent realized in 1990. Officials plan to keep the "spending rate" at about 5 per cent of the endowment's market value.

Gifts to Northwestern also have increased in the past two years. Total contributions rose 4 per cent, to \$70.9-million, in 1991 from \$68-million in 1990. And officials are optimistic about reaching this year's goal of \$86-million. Although pledges have slowed and corporate gifts have stabilized in the recession, Northwestern is ahead of where it was last year at this time.

Like many other institutions, Northwestern had accumulated a significant amount of deferred maintenance. But the university is in the midst of an aggressive plan to spend \$200-million on repairs and renovations over several years. Officials hope to pay for most of the repairs through gifts and budget surpluses.

Refinancing the Debt

Northwestern has even used the recession to its advantage. With interest rates down, Northwestern refinanced \$55-million of its \$251-million debt at a fixed rate of slightly under 7 per cent. Now \$162.5-million, or nearly 65 per cent of the debt, is financed at a fixed rate. Only \$88.5-million remains at a variable rate.

Ms. McCoy says the amount of debt is "reasonable," given the overall wealth of the institution. Even so, the university has barred assuming any more debt for the time being.

Although the university is financially healthy, campus officials say it isn't immune to the severe economic challenges facing other institutions. But Northwestern officials say they have built the discipline to fight them off.

PRIVATE SUPPORT FOR HIGHER EDUCATION

BOOTH FERRIS FOUNDATION
30 Broad Street
New York 10004
Faculty. For programs of faculty development: \$100,000 to California Institute of Technology.

LILY ENDOWMENT
228 North Meridian Street
P.O. Box 88068
Indianapolis 46208

Environment. For the center for environmental science and technology: \$500,000 to U. of Missouri at Rolla.

EXXON EDUCATION FOUNDATION
228 East John W. Carpenter Freeway
Irving, Tex. 75062-2298
Support. For support of programs: \$8.6-million divided among 822 colleges and universities.

FIRST NATIONAL BANK
IN WICHITA CHARITABLE TRUST
c/o First National Bank in Wichita
P.O. Box One
Wichita, Kan. 67201
Alumni. For the alumni association: \$100,000 to U. of Kansas.

HENRY J. KAIBER
FAMILY FOUNDATION
Quadrus
2400 Sand Hill Road
Menlo Park, Calif. 94025

Aging. For the Institute for Health and Aging: \$300,000 to U. of California at San Francisco.

Urban Affairs. For the Center for Urban Policy and the Environment: \$8.6-million over three years to Indiana U.

ANDREW W. MELLON FOUNDATION
140 East 62nd Street
New York 10022
Support. For programs of faculty and

curricular development: \$300,000 over five years to Denison U.

MONTANTO FUND
800 North Lindbergh Boulevard
St. Louis 63167

Environment. For the center for environmental science and technology: \$500,000 to U. of Missouri at Rolla.

ARTHUR D. LEARNE
COLLEGE OF WILLIAM AND MARY. For the capital campaign: \$3-million from Walter Lantz.

University of Kansas. For scholarships in engineering: \$60,000 from Russell T. Roasenquist.

University of Missouri at Rolla. For a center for environmental science and technology: \$300,000 from Monsanto Company.

University of South Florida. For a professorship in free enterprise and economic education: \$600,000 from Frances L. and Gus A. Stavros.

University of Texas at Arlington. For support of programs: equipment valued at \$1.6-million from Atlantic Richfield Company.

University of Utah. For a science library and computing center: \$4-million from Jefferson D. and Rita Feltman.

Wayne State College. For support of programs: \$720,000 from Loraine Dahl.

University of Alabama. For a professorship in the college of commerce and business administration: \$600,000 from AmSouth Bank.

University. For graduate fellowships in the school of social work: \$300,000 from an anonymous donor.

University of California at Los Angeles. For a professorship in pediatric ophthalmology: \$300,000 from Walter Lantz.

University of Kansas. For scholarships in engineering: \$60,000 from Russell T. Roasenquist.

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Wayne State College. For the capital campaign: \$1.5-million from Daniel and Jeanne Gardner.

University. For archaeological research in Egypt and for the Egyptian program: \$1-million from the estate of Marilyn M. Simpson.

Students

The Medical Curriculum in the Era of AIDS

Students examine legal and ethical issues surrounding treatment and learn how to avoid becoming infected

By DEBRA E. BLUM

CHICAGO

Racial tensions over the editorial focus of the student newspaper at the University of Massachusetts at Amherst continued to build, even as students prepared for finals and the end of the academic year.

Since the acquittal of four Los Angeles police officers in the Rodney G. King case in April, *The Massachusetts Daily Collegian* has been bombarded by accusations of racism by minority journalists on the newspaper and by other students. At one point, a group of protesters forced their way into the newspaper's offices to condemn a vote by the predominantly white staff to replace three minority editors (*The Chronicle*, May 13).

Richard D. O'Brien, chancellor of the University of Massachusetts at Amherst, asked administrators and faculty members to assist in resolving the dispute. But their efforts have had mixed results:

■ Daniel C. Wetzel, the newly elected editor in chief of *The Collegian*, and other editors met with protesters and agreed to several of their demands, including the establishment of a minority co-editor in chief. Later, in a column for *The Boston Globe*, Mr. Wetzel said the administration had forced him into the agreement and that most of his staff would resign in protest.

■ José B. Belliard, a student protester, was so angered by Mr. Wetzel's column that he went to the student-newspaper office. He was subsequently charged with attacking the newspaper's photo editor and dragging him out of *The Collegian* office to the main floor of the Campus Center. Witnesses say the editor managed to escape when Mr. Belliard, who was carrying an aluminum baseball bat, turned to face the crowd that had gathered to watch the commotion. Mr. Belliard has pleaded not guilty to charges of disorderly conduct and assault in Northampton District Court.

Despite the furor over the most recent incidents, negotiations between *The Collegian* and the protesters are continuing with the help of the Harvard Negotiation Project, a research group at the Harvard Law School.

Both sides have made several concessions. The protesters, for example, have dropped their demands for a co-editor, and the paper's editors have agreed to create new seats on the board for editors of black, multicultural, and third-world sections.

Harvard Law School officials have decided not to discipline the authors of a parody that offended many on the campus.

The parody of an article by a feminist professor was published in the *Harvard Law Review* on the anniversary of her murder. The school's administrative board concluded it was offensive but that the students had not violated any school policy. The board also said it would not investigate allegations that the parody was a symptom of sexism at the law school.

issues surrounding the treatment of the disease and its psycho-social aspects have been included in behavioral-science, counseling, communications, and medical-ethics courses. In addition, treating people with AIDS is often a routine part of third- and fourth-year clinical-experience and residency programs.

"There are courses that focus on different issues of HIV, and blocks of study that cover it," says Lois Margaret Nora, assistant dean for clinical curriculum at Rush. "But it is equally important that it become an integrated part of the whole approach to medical education from day one."

218,303 Cases Reported

On the first day of orientation at Rush, first-year medical students are introduced to several case studies on patients. In recent years, at least one of the patients is infected with HIV or has AIDS.

Dr. Nora says the medical school included a case study that covers the disease to broach the subject early on, and to recognize that a growing number of hospital patients are HIV-infected. Dr. Nora helped develop the precautions-certification program.

AIDS is "a medical condition," Dr. Nora says, "an epidemic that we should choose to address and at the same time have no choice but to address."

According to the Centers for Disease Control, some one million Americans have the virus, including about one in two hundred hospital patients. From 1981 through March of this year, 218,303 cases of AIDS have been reported, and 141,233 people have died of the disease. This year some 40,000 Americans are expected to learn that they are HIV positive.

People can live for more than 10 years without knowing they carry the virus. But because there is no cure, everyone who contracts HIV eventually will develop AIDS—the last stage of the viral infection.

"As for the precautions training, that was deliberately added on, because HIV has heightened everyone's awareness about the risk of occupational exposure to pathogens."

mendations for health-care workers compiled by the federal Centers for Disease Control. The precautions are intended to minimize the risk of the transmission of blood-borne diseases from patients to physicians.

Rush decided to require the new certification mainly to deal with the increased prevalence of HIV, which causes AIDS, and heightened concern over the transmission of the disease from patients to health-care workers.

"There has always been the risk of catching something from patients, like hepatitis," Ms. Laff says. "But it's HIV that everybody's talking about. It's HIV that makes everyone so serious about all these exercises."

Effects Are Widespread

The precautions program is only one example of the manifold ways in which HIV has affected the medical-school curricula here and at institutions around the country. Many schools require training in precautions, but only a few require the laboratory test.

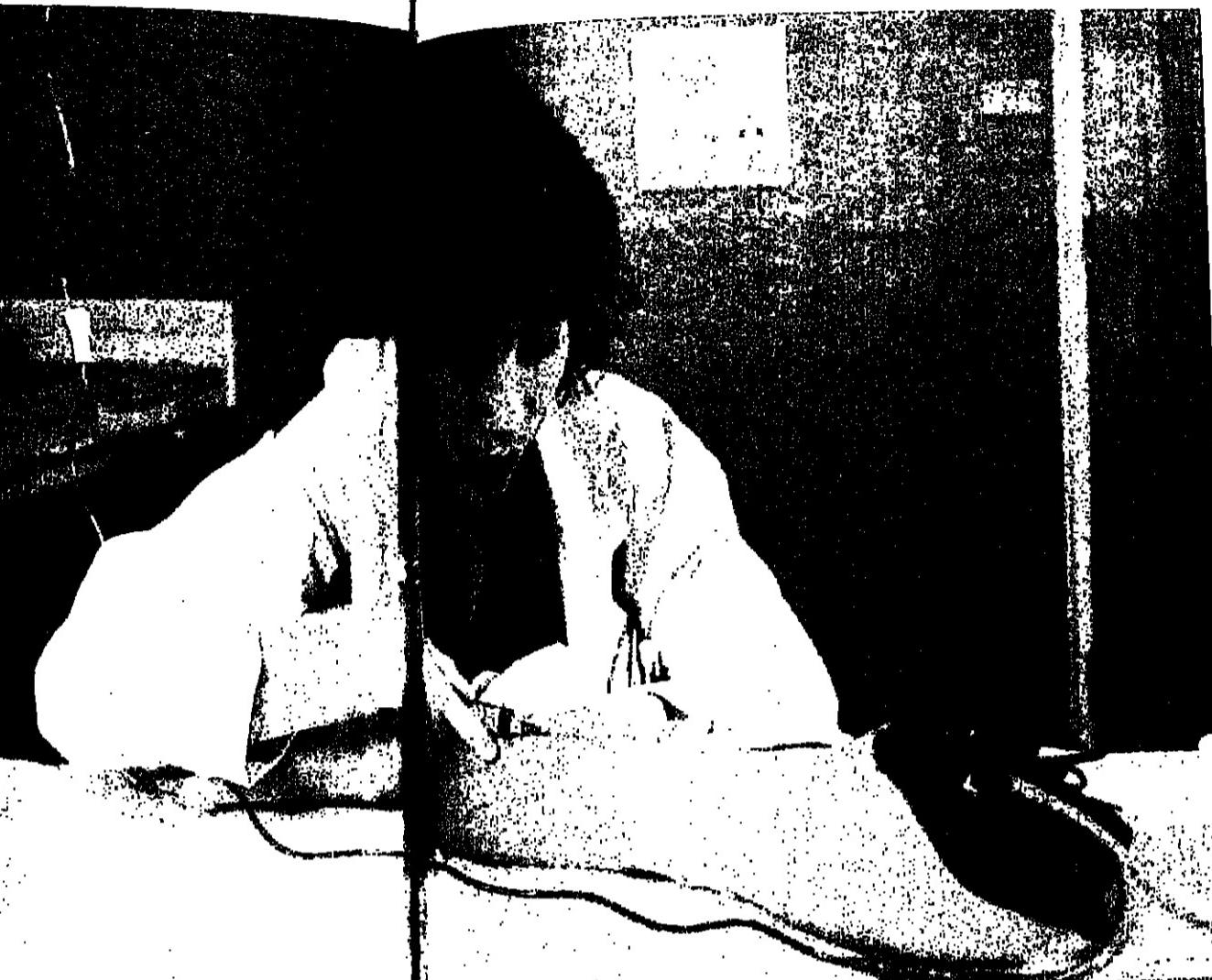
More than a decade after AIDS was identified, the science and epidemiology of the disease are typically touched on in such courses as microbiology, immunology, and pathophysiology. The ethical and legal

new dimension and complexity to traditional issues of medical ethics, such as patient confidentiality, informed consent, and the right to die.

Robert H. Gifford, associate dean for education and student affairs at Yale University, says the basic virology of HIV has been easy to integrate into the curriculum.

"The science of it is an easy fit into the didactic phase of education," he says. "But we have HIV-infected patients on every ward of the hospital, and dealing with the implications of the disease on the patient level is where it gets tricky. We want to prepare our students to understand the treatment, counseling, and ethical aspects of the whole thing."

"It has made people mindful of basic



Stacie S. Laff, a third-year student at Rush Medical College: "It's HIV that makes everyone so serious about all these exercises."

which occurs when the body can no longer fight a disease or infection—and die.

The risk of contracting HIV after being stuck with a needle that has come into contact with HIV-infected blood is estimated at 0.3 per cent. That is far lower than the 30-per-cent chance of acquiring hepatitis B in the same way. The disease-control centers report that 47 health-care workers have contracted HIV while on the job, while each year about 9,000 health-care workers acquire hepatitis B in the workplace.

People can live for more than 10 years without knowing they carry the virus. But because there is no cure, everyone who contracts HIV eventually will develop AIDS—the last stage of the viral infection.

Choosing What Should Be Taught

With rapid advances in medical science in recent years, many new technologies have been discovered and medical conditions identified. Thus medical-school officials say they are constantly faced with difficult decisions about what their students ought to be taught.

"We aren't deciding whether to stop teaching the anatomy of the arm so that we can fit something new in, but we are always in a process of evolution and of setting priorities about what we should include in the curricula and training," says Larry J. Goodman, Rush's associate dean for medical-student programs. "In most courses, we didn't choose to put HIV in, but it naturally became a part of study. As for the precautions training, that was deliberately added on, because HIV has heightened everyone's awareness about the risk of occupational exposure to pathogens."

HIV, Dr. Goodman and other observers say, has increased the need to focus on a variety of issues in medical education—not just the transmission of disease.

"It has made people mindful of basic

parts of the curriculum," says Robert F. Jones, assistant vice-president for institutional and faculty-policy studies at the Association of American Medical Colleges. "It reinforces directions of medical education that have wrongly been neglected because they are not particularly glamorous."

He says, for example, that issues of public health and the relationship between patients and physicians have been given more attention since the advent of AIDS. In addition, he says, the disease has given a

"We have HIV-infected patients on every ward of the hospital, and dealing with the implications of the disease on the patient level is where it gets tricky."

new dimension and complexity to traditional issues of medical ethics, such as patient confidentiality, informed consent, and the right to die.

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"It has made people mindful of basic

Universities Offer Disability Insurance to Calm the Fears of Medical Students

that would help pay for medical services in case of illness.

The Centers for Disease Control has recorded 47 cases in which health-care workers have become infected with HIV while on the job. A spokesman for the centers says the statistics do not show whether any of those cases involved medical students. Medical-school administrators and other observers say they know of no cases in which medical students have acquired HIV while in an academic setting.

In contrast, some 9,000 health-care workers are infected with hepatitis B each year, and about 250 die, according to the disease-control centers. Hepatitis B, unlike HIV, is curable, and people can be immunized against it.

Important Psychological Factors

"The actual risk of HIV appears low, but there are important psychological factors involved," says David S. Scotch, associate dean of NYU's medical school, which this year offered disability insurance to its second-year, third-year, and fourth-year students for the first time. "One is that there is a growing number of people with HIV, and another is that AIDS, unlike other diseases, is 100 per cent fatal."

While the AIDS epidemic was the catalyst for NYU's providing the insurance, he says, the plan provides broad-based coverage for any disabling condition, however acquired. The university spent \$30,000 this academic year on the coverage for 435 students, he says, adding that the insurance was paid for out of the institution's operating budget.

Yale passed the cost of the disability insurance on to its students through tuition increases, and some other medical schools plan to do the same. Still other institutions are struggling to find ways to provide the coverage. James C. Guckian, a spokesman for the University of Texas System, says his institution simply cannot afford to buy insurance for its more than 9,000 health-professionals students. The system, he says, is prohibited by state law from requiring students to pay for insurance as a condition of enrollment. Since insurers who offer disability coverage to medical students require 100-per-cent participation at each institution, the Texas system "is stuck between a rock and a hard place," says Dr. Guckian.

"There is a lot of anxiety out there on the part of students and those of us who feel we have a responsibility to those students," he says. "We want to be able to offer disability insurance so that we can all feel better."

—DEBRA E. BLUM

ATHLETICS NOTES

- Board offers plan to bail out Oregon's athletics departments
- Budget cuts force U. of Cal. at Irvine to drop 3 men's teams
- Nevada will examine circumstances of Tarkanian's departure

Oregon's three public universities will, for the first time, be permitted to use institutional funds for athletics under a proposal adopted by the state system's board last month.

The State Board of Higher Education approved all but one of a special panel's proposals for dealing with huge sports deficits accumulated in recent years by Oregon State and Portland State Universities and the University of Oregon.

The board rejected a recommendation that would have forgiven the \$6.3-million operating deficit that the three programs now carry.

Toward its goal that the institutions not incur any new deficits through 1995, the board voted to:

- Impose a surcharge averaging one dollar on all tickets sold to the three universities' sports events.
- Require the institutions to reduce sports expenditures by 2 percent each year through 1995.

While the board portrayed the

use of institutional money only as a last resort, the universities' sports officials said the money would be essential to sustain their programs.

Dutch Baughman, athletics director at Oregon State University, said the 2-per-cent budget cuts

would be tough to swallow, especially because cost-of-living and tuition increases, which affect staff salaries and the value of athletic scholarships, respectively, will probably exceed 2 per cent.

"Basically they've told us to do more of what we're doing, cut 2 per cent, and there's no relief from the deficit, which isn't much of a help," Mr. Baughman said. "But if this opens the door for general funds, I see a bright light."

The board's decision to approve the use of institutional funds came

Athletics

over the objections of Oregon's statewide faculty group, which said that state money should not be spent on athletics when so many academic needs were going unmet.

The University of California at Irvine dropped three sports teams last week, citing crises in the state and the University of California system. This is the second straight year that financial woes have forced budget cuts in Irvine athletics. Last year the university dropped support for five sports, requiring them to pay for themselves.

All three of the teams that will be eliminated after next month are for men—baseball, track and field, and cross-country—reflecting the university's concerns about gender equity. Those cuts, along with the addition of women's crew next fall, will leave Irvine with eight teams for men, eight for women, and one co-educational team, sailing.

The university said the sports program had a \$319,000 deficit this year, and faced a 10-per-cent cut next year for all Irvine programs that do not grant degrees.

Tom Ford, the athletics director, said Irvine also would make "significant cuts in administrative expenses and operating costs."

Up to 20 Australian universities are involved in a plan to set up an office in Washington by July to encourage greater contact with U.S. institutions and persuade more students from North America to study in that country.

The office also will assist in setting up partnerships and cooperative research projects with institutions in the United States and Canada. It will work to promote the development of Australian-studies courses at U.S. higher-education institutions.

Ten of the biggest universities in Australia already have signed an agreement to establish the office, and at least eight others are strongly interested in joining the group. The move is being supported by Australia's ambassador in Washington, Michael Cook, who is expected to provide office space at the embassy for the project.

During his visit to Australia last year, President Bush called for increased contacts between American and Australian education institutions.

U.S. Secretary of Education Lamar Alexander went to Australia last month for talks with university officials.

The new office will work first to increase the number of American students in Australia from 1,200 to 3,000 within three years. An estimated 80,000 American undergraduates go abroad annually for a semester or more of study.

According to Australian education officials, over the past two years American universities have expressed growing interest in Australian studies and study-abroad programs in Australia.

The commission appointed a panel of six legislators to conduct the review, which is expected to cover the events surrounding Mr. Tarkanian's forced resignation in March, charges of ticket scalping, the relationship between the university and the UNLV foundation, its private fund-raising arm, and "anything else anyone wants to bring to the table," said John Verge, the panel's chairman.

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The panel said it would not use any state money for the inquiry.

Mr. Tarkanian's backers have in recent months exhorted lawmakers and others to review the way the university investigated charges of wrongdoing in the basketball program.

—DOUGLAS LEDERMAN

France's education establishment was rocked last month when two teaching unions were ousted from the National Education Federation, an umbrella teaching confederation that is the country's largest association of civil servants.

The executive council of the federation—known as FEN, for its initials in French—decided to oust

the National Union of Secondary Education, representing 72,600 members, and the National Union of Physical Education, with 9,000 members. Both unions were close to the Communist Party, and they were expelled on the grounds that they "constantly violated the ground rules of the FEN and refused to agree to end their divisive behavior."

The National Higher Education Union, representing university professors, has joined the two ousted groups in asking the courts to overturn the federation's action.

The case will be heard June 24.

With a membership of 350,000 in 48 separate unions, the FEN is the largest organization representing teachers in France and has always had an important role in nationwide wage negotiations. Some observers here say the ouster of the two unions could eventually result in the federation's disintegration.

Briefly Noted

■ Willie Jeffries, the football coach at South Carolina State College will resign his duties as athletics director next month, the university announced one day after it forfeited its league track-and-field title because of rules violations.

■ Wimp Sanderson, the University of Alabama's men's basketball coach, has quit after 12 years amid charges that he hit his secretary.

Mr. Sanderson's long-time assistant filed a sex-discrimination complaint this month against the coach with the U.S. Equal Employment Opportunity Commission.

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dispatch
case

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International



Marvin Marashak (center rear), head of physics at the U. of Minnesota, with Russian physicists who have joined the department (from left): Mikhail Voloshin, Arkady Vainshtain, Leonid Glezman, Boris Shklovskii, and Mikhail Shifman.

U.S. Universities Lure Many Renowned Physicists and Mathematicians From Former Soviet Union

Continued From Page A1
science and then return when the economy improves, Mr. Sagdeev says.

Others doubt that a significant number of those who leave Russia will ever return. What's more, the very absence of those senior scientists, they warn, may prevent an economic recovery and hinder efforts to rebuild science in Russia.

In a recent speech at Georgetown University, Boris Saltykov, Russia's Minister

about leaving and say they hope to return soon.

"If there was any sense in it, I would go back in June," says Mr. Voloshin, who retains a position at the Institute of Theoretical and Experimental Physics in Moscow.

Other émigrés, particularly those who endured anti-Semitism in Russia, feel differently.

"At this moment, it's not a situation I could live in," says Boris Shklovskii, associate director for condensed-matter physics at the Minnesota institute and a former professor at St. Petersburg University. "It wasn't a problem of money. It was a problem of danger and stability. It would be difficult to go back after having this high quality of life here. I know my children will not go back."

Some Russian scientists, such as Roald Z. Sagdeev, a professor of physics at the University of Maryland at College Park who headed the Soviet Institute for Space Research from 1973 to 1988, dismiss suggestions that the emigration of scholars to other countries could significantly harm science in the former Soviet Union.

Roald Z. Sagdeev, a professor of physics at the University of Maryland at College Park who headed the Soviet Institute for Space Research from 1973 to 1988, dismisses suggestions that the emigration of scholars to other countries could significantly harm science in the former Soviet Union.

All of that weighs heavily on scholars from the former Soviet Union who have accepted lucrative positions at American universities, but wonder how their absence will affect their colleagues and the institutions they left behind.

Some, like Mikhail B. Voloshin, associate director for particle physics at the Minnesota institute, admit they feel guilty

Monthly Pay Would Be \$15

Mr. Voloshin admits there would be few rewards for him to return now. If he left Minnesota, his monthly pay at the Moscow institute would be 1,500 rubles, or \$15, about half the salary of a janitor there, and far short of what is needed to support his family of four. Two summers ago, when he worked at the Moscow institute, Mr. Voloshin says his salary could pay only half of the family's food bill.

At the Minnesota institute, however, his

Continued on Following Page

Universities Lure Many Renowned Scientists From Former Soviet Union

(Continued from preceding page)

Salary is enough to send his two children to the best private school in the area—a necessity, he says, to make certain they do not fall too far behind the more intensive Russian school system.

In fact, the salaries of the five Russian émigrés at the Minnesota institute, which range from \$55,000 to \$95,000 an academic year, have produced some tension with American physicists there, many of whom are paid less and work in older offices.

Administrators at Minnesota, Maryland, and other universities where similar tensions have developed among faculty members acknowledge that the émigrés' salaries are astronomically high compared with Russian wages. But they emphasize that universities are required by law to pay "prevailing wages" for faculty members, and that the Russian scholars come with the highest levels of expertise.

"It would be unethical to bring them here and pay them as second-class people," Mr. Marshak says.

Other administrators point out that the jealousies that develop are no different when they hire highly paid American scientists.

"Salary is always going to be a problem whenever you hire senior people," says Mr. McLaren of the Minnesota institute.

Adds Mr. Marshak: "What I tell other people is that the way to raise everybody's position is to create a center of excellence and then to force everything to equilibrate at the high level. If you don't set up this tower, then everybody sits down in the muck."

Uniquely Russian Flavor

Minnesota's theoretical-physics institute is very much a tower—physically as well as intellectually. It occupies the top floor of the physics building in a suite of newly remodeled offices where the atmosphere is decidedly Russian.

The five Russian theorists—Mr. Voloshin, Mr. Shklovskii, Arkady Vainshtein, Leonid Glazman, and Mikhail Shifman—confer with one another in Russian. And the manner in which they study physics and interact with American scientists has a uniquely Russian flavor, prompting some visiting American

"Even for people who come with the intention of going back, the longer they stay, the harder it is to do, because they put down roots."

scientists to dub the institute "Moscow on the Mississippi."

Americans exposed to this Russian style say it is much more confrontational and argumentative than the typical atmosphere at U.S. laboratories.

At traditional Russian seminars, speakers are routinely challenged by members of the audience, some of whom will rush to the blackboard, grab pieces of chalk from the speaker's hand, and take over the discussion. Unlike American scientific seminars, those in Russia sometimes go on for three or four hours.

"It's true that the Russian seminar style is very different," Mr. Marshak says. "American seminars tend to last an hour. It's considered rude to go much beyond that. The audience may ask questions, but the questions are supposed to be polite and mostly at the end."

"The Russian style is that if five minutes have gone by without an argument, then it's a boring seminar." Mr. McLaren says the

weekly seminars at the Minnesota institute are actually a hybrid of the American and Russian versions. They are conducted in English, last 1½ to 2 hours, and are less confrontational than the more traditional Russian seminars.

Refreshing Change

Mr. Voloshin says that visiting American scientists who spoke at seminars in Russia sometimes "got offended" by the brusque manner in which they were treated. He remembers one American speaker at his Moscow institute who got so incensed at being challenged that he stormed out of the room. "Everybody was so much involved in the discussion that they did not notice him leave," he recalls. "Later, they found him sitting on the stairway."

Some Americans find the Russian style to be a refreshing change and say it has been helpful to those who would otherwise come away from lectures without asking questions or fully understanding the concepts.

"People want to get to the bottom of the calculations," says Mr. McLaren, adding that the Russian style of teaching has been particularly beneficial to graduate students, who now have more opportunities to interact with their professors. "The teachers become more directly involved. They ask the students' questions instead of waiting for the students to ask them questions."

Such differences between Russian and American scholars also extend to the way they think and do research. In theoretical physics, for example, Russian scientists place less reliance on computers and more on mental short cuts to solve problems.

19th-Century Methods

"Over the past 25 or 30 years, the way theoretical physics is done in the West and in the Soviet Union has diverged, mostly because of the use of computers," Mr. Marshak says. "The attitude of the current generation in the West is: Don't worry about solving the problem algebraically, all you have to do is throw it into a supercomputer and crunch away at it. In the Soviet Union, because of poor access to computers, there's been much more emphasis on 19th-century methods, approximations, algorithms. The combination of the two tends to give you a better insight into the solutions of complex problems."

Mr. Voloshin says that those differences, which have many times helped American and Russian scientists at the Minnesota institute to

overcome each other's mental blocks when trying to solve problems, are one reason why a separate scientific tradition needs to be nurtured and maintained in Russia.

But he adds that he would oppose any efforts to stem the brain drain of scientists from the former Soviet Union by limiting their emigration to the West or by encouraging them to leave temporarily for

"The Russian seminar style is very different. If five minutes have gone by without an argument, then it's a boring seminar."

jobs designed to help support them abroad.

As far as importing people from the former Soviet Union to the West, my attitude is very simple," he says. "There should be no restrictions, but there should be no preferences. One should be judged for hiring for a job simply on the basis of scientific merit, not on the basis of his or her origin."

The system should be maximally open, where one can choose a job anywhere," he adds. "The point is, there should not be this pressure in Russia to force people to leave."

Very Bad Job Market

Despite the intense recruiting efforts for top researchers, most Russian scholars are not landing permanent jobs at American universities.

Department chairpersons, who are being flooded with applications from scholars who either left the former Soviet Union or want to leave, say that because funds are tight, they have few or no openings.

"It's a very bad job market," concedes Mr. Wilson of Rutgers.

International

who received 1,000 applications this year for two openings in the mathematics department. "Schools are not able to recruit as aggressively as they would have five years ago. Otherwise, there would be even more competition for these people."

In fact, most of the former Soviet scholars now employed at American universities are working there temporarily, mainly because they arrive with non-immigrant visas. Of the 120 former Soviet researchers working at MIT this year, for example, only "five or six" are being sponsored by the institute in applying for permanent residency status, says Frances Helmstädter, head of the international scholars office.

Last month, Mr. Lee was appointed to Morehouse's board of Trustees.

The College of Charleston last month gave an honorary degree to former hostage Thomas M. Sutherland, who was dean of the faculty of agriculture and food science at the American University of Beirut when he was abducted in 1985. Speaking at the college's commencement, Mr. Sutherland told the graduates that, in them, he had earned his degree because he "put in at least four years of hard work, though in my case, under difficult circumstances."

Mary Clark Stuart, who will assume the presidency of College of Mount Saint Vincent on August 10, will be the first lay president of the institution—founded in 1910 by the Sisters of Charity of New York. She will succeed Sister Doris Smith, president for the past 19 years.

The university's Jesuit community approved a significant change in the charter of Loyola University in New Orleans: They replaced a requirement that a majority of members of the Board of Trustees be Jesuits with one requiring that one-third be "members in good standing" of the Jesuits.

When he visited Pennsylvania State University in May, Andy Rooney had this explanation for the long tenure of the university's football coach: "I have never before been to State College, and the reason is that you can't get here from anywhere. I figure that's why Joe Paterno has been here for 40 years—you can't get out."

For a story on plagiarism (*The Chronicle*, May 27), our reporter received documents faxed by the CopyCat Print Shop.

Raymond Jones received a doctorate in education from the University of Massachusetts at Amherst last month but was unable to attend the ceremony. Mr. Jones, a student in the UMass Prison Education Project, is an inmate at Lancaster State Prison. His doctoral research was on education in prisons in Massachusetts.

Allison Furrow, a member of this year's graduating class at Roanoke College, left her commencement program on a table in the gymnasium, not realizing that her mother had slipped Allison's graduation present—an envelope with \$1,000—in it. Steve Barber, a college maintenance worker, found the program and the money, and returned them.

Explained Mr. Barber: "The reaction I get from the people around here is that half of them think I'm crazy and half of them say they're proud. I don't understand all the attention. I just did what I thought was right."

A similar measure has been introduced in the House of Representatives.

—SCOTT JASCHIK

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Rabbi Robert Wexler
University of Judaism



Bonnie Gilton
University of Virginia



Mary Oesterreicher
Babson College



Stephen T. Bell
Villanova University



Mary Clark Stuart
College of Mount Saint Vincent



Calvin S. Morris
Interdenominational Theological Center

New college and university chief executives: Arkansas State University, John N. Mangieri; California State University at Northridge, Blenda J. Wilson; College of Mount Saint Vincent, Mary Clark Stuart; Everett Community College, Susan C. Carroll; Holy Cross College (Ind.), Brother Richard B. Gilman; Kansas City Kansas Community College, Thomas R. Burke; Minot State University, H. Erik Shaar; Seattle Pacific University, Curtis A. Martin; University of Judaism, Rabbi Robert Wexler; University of Missouri at Kansas City, Eleanor Brantley Schwartz.

Appointments, Resignations

Daniel P. Bartell, head of the department of entomology at Oklahoma State U., to dean of the school of agricultural sciences and technology at California State U. at Fresno.

Stephen Y. Bell, director of public relations at Long Island U., to director of public relations at Villanova U.

James A. Blodburn, acting dean of the school of social welfare at U. of Wisconsin at Milwaukee, to dean.

G. Fredric Boiling, director of the Manufacturing Development Center at Ford Motor Company (Dearborn, Mich.), to director of the Manufacturing Systems Engineering Laboratory and Manufacturing Engineering Program and professor of mechanical engineering at U. of Michigan at Dearborn.

Harold Burke, professor of library and information science at U. of California at Los Angeles, has retired.

Ronald W. Brady, senior vice-president for administration at U. of California system, has announced his retirement, effective July 1, 1993.

Kathleen Riehl Brink, interim director of college relations at Johnson State College (Vt.), to director of the school of education at State U. of New York at Albany.

Brother Richard B. Gilman, former president of Archbishop Hoban High School (Akron, Ohio), to president of Holy Cross College (Ind.), effective August 1.

Row A. Goodrow, Jr., vice-president for academic affairs, dean of the college, and professor of philosophy at Rockford College, to provost and dean of Marquette College.

Sally J. Goodman, acting director of the Management Development Division at Hong Kong Community College, to director.

Robert M. DeMartino, former director of sponsored programs at Montclair College (N.J.), to director of sponsored research at Rutgers U. at Camden.

Paul Friday, former director of the pro-

gram in criminal justice at Western Michigan U., to head of the criminal-justice department at U. of North Carolina at Charlotte.

Judy L. Gorham, chair of educational services and research at Ohio State U., to dean of the school of education at State U. of New York at Albany.

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Sally J. Goodman, acting director of the Management Development Division at Hong Kong Community College, to director.

Bruce F. Gruber, provost, academic vice-president, and professor of political science at California State Polytechnic U. at Pomona, to provost at U. of Southern Colorado.

Continued on Following Page

AN EVEN MORE USEFUL EDITION OF EVENTS IN ACADEME

You'll want to save this extraordinarily useful compendium of meetings, conferences, seminars, and other noteworthy events in higher education this coming fall and winter. It will feature listings by subject, sponsoring organizations, and dates, with names, addresses, and phone numbers of the people to call upon for detailed information and application forms.

Be sure to reserve advertising space.

To call extra attention to the events you sponsor, you're invited to insert an advertisement in this special section of *The Chronicle*. Deadline for space reservations and materials: Friday, July 17. Phone our Display Advertising Department today: (202) 466-1080; ask for Gina Hill.

Listings in the reference columns of this special supplement are free, but publication of meeting announcements is at the discretion of the editors.

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Gazette

Continued From Previous Page

Bonnie Gullion, secretary of California's State and Consumer Services Agency, to dean of the school of commerce at U. of Virginia.

Susan T. Hallen, acting general counsel at Brandeis U., to vice-president and general counsel.

Laura B. Hamm, director of student activities at St. Olaf College, to associate dean of students at Macalester College.

Jam Hansen, professor of economics at U. of Wisconsin at Eau Claire, also to director of the center for economic education.

Jerry Johnson, director of the center for economic education at U. of Wisconsin at Eau Claire, has retired.

Richard H. Karras, dean of administrative services at Sonoma State U., to vice-president for academic affairs at Western State College (Colo.).

RuthAnn Lovelace, associate director of annual support at Colgate U., to executive secretary of the university's Alumni Corporation Board of Directors and director of alumni affairs.

William J. Lundstrom, chair and professor of marketing at Old Dominion U., to dean of the college of business administration at Cleveland State U.

Tom L. Magruder, acting dean of the college of technology at Boise State U., to dean.

Gary K. Meld, director of the Microelectronics Research Center at U. of Idaho, to professor of electrical and computer engineering and director of the Microelectronics Research Center at U. of New Mexico.

John N. Mangham, provost and vice-chancellor for academic and student affairs at U. of New Orleans, to president of Arkansas State U., effective July 13.

Curtis A. Martin, provost at Seattle Pacific U., to president, effective in August.

J. B. Metcalf, deputy director of Australian Road Research Board, to associate director of the Institute of Recyclable Materials and professor of engineering at Louisiana State U.

Northfolk Mihm, assistant vice-president at U. of Washington, to vice-president for university relations at U. of Northern Colorado.

Many Ostreicher, associate dean of undergraduate studies at Brooklyn College of City U. of New York, to dean of undergraduate studies at Babson College.

Linda Levy Peck, professor of history at Purdue U., to professor of history at U. of Rochester.

Heleen E. Pelleter, consultant in Maine, to director of Upward Bound at Bowdoin College.

John A. Richardson, former chancellor of North Dakota U. System, to vice-chancellor for academic affairs at U. and Community College System of Nevada.

Marie Kibble Robinson, interim vice-chancellor for student affairs at U. of Illinois at Chicago, to vice-chancellor.

Julie Sanford, assistant vice-president for research and director of the Office of Sponsored Projects at U. of Texas at El Paso, to associate vice-president for research and graduate studies.

Key Schaffenkamp, provost at Chadron State College, to provost and vice-chancellor for academic affairs at U. of Wisconsin at Whitewater.

Edmund G. Schmidt, Jr., president of Yale University, has announced his resignation.

Eugene K. Schuler, director of the technology-transfer office at Research Foundation of State U. of New York, to senior director of technology transfer at State U. of New York at Stony Brook.

Esther Brasfield Schwartz, interim chancellor of U. of Missouri at Kansas City, to chancellor.

H. Erik Shaefer, president of Lake Superior or State U., to president of Minot State U.

August H. Simonsen, acting executive officer of the McKeesport campus of Pennsylvania State U., to executive officer of the university's Fayette campus.

Bill R. Spencer, president of Kansas City Kansas Community College, has announced his retirement, effective January 1.

Mary Clark Stewart, executive vice-president and professor of history at La Roche College, to president of College of Mount Saint Vincent, effective August 10.

Paul K. Supina, vice-provost of U. of Miami, to dean of the school of business administration.

Leah M. Warner, professor of analytical chemistry at Emory U., to professor of air quality and environmental analytical chemistry at Louisiana State U.

Rabbi Robert Wexler, vice-president for administration at U. of Judaism, to president.

David Wittbold, counselor at Lincoln Memorial U., to director of housing and residence life.

Blanda J. Wilcox, chancellor of U. of Michigan at Dearborn, to president of California State U. at Northridge.

In THE ASSOCIATIONS

Betsy Smith DuBois, provost at Pensacola Junior College, has been elected president of National Council on Community Services and Continuing Education.

Susan Kalser, associate professor of textiles and clothing and associate dean for curricular and student affairs in the College of Agricultural and Environmental Sciences at U. of California at Davis, has been elected president of International Textile and Apparel Association.

Jarly A. Legemann, professor and chair of communications sciences and disorders and professor of otolaryngology-head and neck surgery and neurology at Northwestern U., has been named president-elect of American Speech-Language-Hearing Association.

MISCELLANY

Brian Andreen, former director of programs for science research and education at Research Corporation, to vice-president.

Lawrence A. Werner, professor of communication arts at U. of San Francisco, has been named editor of *Journal of Sport and Social Issues*.

Deaths

Edward J. Arlinghaus, 67, director of the graduate program in health care hospital administration at Xavier U. (Ohio), May 11 in Cincinnati.

Joseph F. Healey, 81, former track coach at New York U., May 16 in Westwood, Mass.

John F. Holloway, 58, former dean of the Gulf Coast campuses of U. of Southern Mississippi, May 19 in Long Beach, Miss.

Alfred Melville, 86, professor emeritus of sociology at Brooklyn College and Graduate Center of City U. of New York, May 19 in Madison, N.J.

Dorothy E. Lee, 78, professor emerita of business at Virginia Commonwealth University, May 13 in Richmond, Va.

Richard L. Little, 58, associate professor of vocational education at Southern Illinois U. at Carbondale, May 3 in El Cajon, Calif.

Willard Rhodes, 91, professor emeritus of music at Columbia U., May 15 in Sun

City.

Marie Kibble Robinson, interim vice-chancellor for student affairs at U. of Illinois at Chicago, to vice-chancellor.

Julie Sanford, assistant vice-president for research and director of the Office of Sponsored Projects at U. of Texas at El Paso, to associate vice-president for research and graduate studies.

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In COMING EVENTS

A symbol (*) marks items that have not appeared in previous issues of *The Chronicle*.

June 1-12: *Adult students*, "100 Ways . . . Better Serve Adult Students," seminar, College Board, Marriott East Side Hotel, New York, Contact: Elena K. Morris, (212) 713-8101.

June 10-12: *Computers*, international conference on intelligent tutoring systems, Association for Computing Machinery and other sponsors, Montreal, Contact: Claude Frasson, (514) 343-7019.

June 10-12: *Fund raising*, "The Fund Raising School: Interpersonal Skills for Fund Raising," Indiana University, Indianapolis, Contact: Center on Philanthropy, Indiana University, (317) 274-7663, fax (317) 584-8900.

June 10-12: *Higher education*, Seminar for new deans, Council of Colleges of Arts and Sciences, College of William and Mary, Williamsburg, Va. Contact: Richard J. Hopkins, (614) 292-1882.

June 11-12: *Administration*, "Doing More With Less: the Challenge of Constraints," annual assembly, American Association of University Administrators, Cincinnati, Contact: (202) 994-6503, fax (202) 994-0534.

June 12-13: *Administration*, "Freshman-year experience," "Freshman-Seminar Instructor Training," workshop, University of South Carolina and other schools, Worcester, Mass. Contact: (803) 777-6029.

June 12-13: *Information*, "Information Sharing Across the Land," regional conference, Conference Board, Fairmont Hotel, San Francisco, Contact: Conference Board, (212) 739-9900.

June 13-14: *International education*, "Caribbean and American Cultures: Interaction and

Gazette

11-12: *Fund raising*, "Marketing and Soliciting Major Planned Gifts," workshop, Council for Advancement and Support of Education, Buck Bay Inn Hotel, Boston, Contact: (617) 328-5900.

June 13-19: *Higher education*, Annual meeting, National Association of University Professors, Omni Shoreham Hotel, Washington, Contact: (202) 737-7800.

June 14-19: *Experimental learning*, "National Institute on the Assessment of Experimental Learning," Thomas Edison State College and other sponsors, Princeton, N.J. Contact: Debra Degraffenreid, (609) 984-1141.

June 14-19: *Women*, "Leadership Development Program for Women in Higher Education," National Institute for Leadership Development, Detroit, Contact: NILD, (602) 223-4290.

June 14-19: *Fund raising*, "How to Prepare Your Fund-Raising Plan and Evaluate Your Results," workshop, Council for

Advancement and Support of Education, Washington, Contact: CASE, (202) 328-5000.

June 17-19: *Research administration*, "Fundamental of Sponsored-Project Administration," training program, National Council of University Research Administrators, Minneapolis, Contact: NCURA, (202) 466-3894.

June 17-19: *Student recruitment*, "The Real

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Cost of Recruitment," workshop, Council for Advancement and Support of Education, Philadelphia, Contact: CASE, (202) 328-5000.

June 17-20: *Computers*, International conference on computers and learning, Acadia University, Wolfville, Nova Scotia, Contact: Ivan Tomek, (902) 542-2201, fax (902) 542-7224.

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11-12: *Student recruitment*, "Telemarketing: an Untapped Recruiting Tool," workshop, Council for Advancement and Support of Education, Washington, Contact: CASE, (202) 328-5000.

11-13: *Community colleges*, Regional seminar, Association of Community College Trustees, Snowmass, Colo. Contact: ACCCT, (902) 737-4667.

11-13: *Mathematics*, "Symposium in Honor of Anil Nerode: Logical Methods in Computer Science," Cornell University, Ithaca, N.Y. Contact: Richard Shore, Department of Mathematics, Cornell University, Ithaca, N.Y. 14853.

11-13: *May Seminar*, Conference on the life and work of May Sarton, Westbrook College, Portland, Me. Contact: Anne G. Arsenault, Continuing Studies, Westbrook College, 716 Stevens Avenue, Portland, Me. 04103.

11-13: *Science education*, "Labs for Liberal Learning II," National Conference on the Role of Laboratory Exercises in General Education Science Courses, Hunter College of City University of New York and California State University at San Marcos, San Diego. Contact: Ezra Shahin, (212) 772-5349, fax (212) 772-5227, or (619) 752-4200, fax (619) 752-4030.

11-13: *Science education*, "Science and Technological Education in the Freshman Year," workshop, Ramada Hotel, West Springfield, Mass. Contact: Florence McGarry, (413) 747-6325.

11-14: *Baseball and American culture*, annual Cooperstown symposium on labor and the American culture, State University of New York and other sponsors, Otesaga Hotel, Cooperstown, N.Y. Contact: Alvin L. Hull, Department of Continuing Education, State University of New York College, Oneonta, N.Y. 13820-4015.

11-14: *Virginia Woolf*, "Virginia Woolf: Themes and Variations," conference, Southern Connecticut and Western Connecticut State Universities, New Haven, Conn. Contact: Van Newhall, Department of English, Southern Connecticut State University, New Haven, Conn. 06515.

11-14: *Continuing education*, "Lean and Mean: What's Up for Continuing Education in the 90's," regional meeting, Association for Continuing Higher Education, Ramada Hotel, West Springfield, Mass. Contact: Florence McGarry, (413) 747-6325.

11-14: *Disabilities*, "The Americans With Disabilities Act, Title II—Accessibility," satellite seminar, California State University at Long Beach and California Association of Rehabilitation Professionals, Contact: Video Development, (310) 983-8334, fax (310) 985-8449.

11-14: *Management*, "Total Quality Management Executive Seminar," QSYS Inc., Detroit, Contact: QSYS Inc., (619) 778-8704.

11-13: *Disabilities*, "Learning Disabilities at the College Level," conference, University of Colorado, Boulder, Colo. Contact: Better Services, (303) 443-8489.

11-14: *Computers*, "Mathematica," conference, "Mathematica" workshop, Vanderbilt University, Nashville, Contact: (615) 322-2951.

11-14: *Engineering*, "A Conference for Exploration of a National Engineering Information Service," Engineering Foundation and Council on Library Resources, Sheraton Palm Coast Hotel, Palm Coast, Fla. Contact: Engineering Foundation, (212) 705-7835.

11-13: *Management*, Management seminar, NCHM Management Services Inc., Ramada Renaissance Hotel, Saratoga Springs, N.Y. Contact: Arlene Barr, (303) 497-0345 or (303) 497-0365, fax (303) 497-0338.

11-14: *Teaching*, "Teaching

Coming Events**Continued From Previous Page**

17-20: Disabilities. Annual convention, Society for Disability Studies, Crown Plaza Hotel, Rockville, Md. Contact: Randy Davis, (301) 819-1968.

17-20: Nursing. International conference, American Association for the History of Nursing and Canadian Association for the History of Nursing, Saint John, New Brunswick. Contact: Don Lippincott, (215) 998-4502, or Arlene McEvoy, (604) 455-6951.

18-19: Animals. "Institutional Responsibility: Models and the Intent of Federal Regulations for Animal Care and Use," workshop, National Institutes of Health and other sponsors, Columbia University, New York. Contact: Patrick Dwyer, (212) 355-3682, fax (212) 355-7163, fax (212) 482-2803.

18-19: Grammar. "The Teaching of Grammatical Conference, Pennsylvania College of Technology, Williamsport, Pa. Contact: Ed Yovitz, Associate Professor of Rhetoric, ms-112, Pennsylvania College of Technology, One College Avenue, Williamsport, Pa. 17701; (717) 326-1761, ext. 7716.

18-19: Institutional advancement. "How Colleges Can Obtain National and Regional Publicity," conference, Pennsylvania State University, Harrisburg-Hilton and Towers Hotel, Harrisburg. Contact: Annette Cremo, Continuing Education, Pennsylvania State University, 1010 North Seventh Street, Harrisburg, Pa. 17102; (717) 732-3919, or (800) 346-0119 or Arthur Cervio, 20 West Mt. Airy Road, Dillsburg, Pa. 17019; (717) 766-6163.

18-20: Music. "Focus on Piano Literature," symposium, University of North Carolina, Greensboro, N.C. Contact: (919) 334-5789.

18-20: Student personnel. "Student Affairs Summer Institute," Indiana University, Bloomington, Ind. Contact: Peggy Jennings, 236 School of Education, Indiana University, Bloomington, Ind. 47405; (812) 855-0212, fax (812) 855-1044, BTNET: MPENNIN@IUB.EDU.

18-21: Jehovah and social sciences. Annual meeting, CHEIRON: The International Society for the History of Belief and Social Sciences, University of Windsor, Windsor, Ontario, Canada. Contact: Henry Minton, Department of Psychology, University of Windsor, Windsor, Ontario N9B 3P4; (519) 253-4212.

19: Management. "Total Quality Management: Executive Seminar," QSystems Inc., Atlanta. Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.

19-20: Solar cooking. "Solar Cooking: Use and Technology Worldwide," international conference, University of the Pacific and other sponsors, Stockton, Cal. Contact: Edwin Pejcek, University of the Pacific, 102 Hourly Hall, Stockton, Cal. 95211; (209) 946-2377, fax (209) 946-3098.

19-20: Student personnel. "Problem Solving in Residence Halls," workshop, Pratt Community College, Pratt, Kan. Contact: Dave Lemire, Coordinator for Residential Life, Pratt Community College, Pratt, Kan. 67124; (316) 272-5641.

19-21: Philosophy. "Time's Arrow Today: the Direction of Time," conference, University of British Columbia, Vancouver, British Columbia, Canada. Contact: Steven Savitt, Department of Philosophy, University of British Columbia, Vancouver, British Columbia V6T 1Z1.

19-23: Higher education. "Improving Student Learning," annual conference, Society for Teaching and Learning in Higher Education, Toronto, Ont. Contact: (416) 736-5754.

19-25: Astronomy. Annual meeting, Astronomical Society of the Pacific, University of Wisconsin, Madison, Wis. Contact: Attn. 190 Ashton Avenue, San Francisco 94112; (415) 337-1100.

21: Father's Day

21-24: Admissions. "Alumni Volunteers in Admissions," meeting, Appalachia Institute, Appalachia, Md. Contact: David R. Gibson, P.O. Box 1481, Appalachia, Md. 21411-1481; (410) 266-2993.

21-24: Assessment. Annual conference, American Association for Higher Education, Fontainebleau Hilton Hotel, Miami Beach. Contact: AAHE, Suite 600, One Dupont Circle, Washington 20036; (202) 293-2392.

21-24: Case method. "Forging New Partnerships: With Cases, Simulations, Games, and Videos," international conference, World Association for Case Method Research and Application, Limerick, Ireland. Contact: Marilyn Thurston, 23 Mackintosh Avenue, Neenah, Wis. 54952-1218; (608) 496-7163, fax (608) 482-2803.

21-24: Education. "Workshop, National Institutes of Health and other sponsors, Columbia University, New York. Contact: Patrick Dwyer, (212) 355-3682, fax (212) 355-7163, fax (212) 482-2803.

21-24: Faculty development. "Teachers as Learners—Model Paradigms for Faculty Development," conference, Community College of Aurora, Westin Hotel, Vail, Colo. Contact: Karen Hewett, Faculty Development Program, Community College of Aurora, 16000 CentriTech Parkway, Aurora, Colo. 80011; (303) 474-9498.

21-24: Management. "Institute for Education," summer institute, Harvard University and College Board, Cambridge, Mass. Contact: J.R. Smith, Four Clematis Road, Lexington, Mass. 02173; (617) 494-9498.

21-24: Administration. "Summer School Management," Harvard University and Kettering Foundation, Williamsburg, Va. Contact: Marie Moore, (202) 966-7840, fax (202) 966-2061.

21-24: Education. "School/College Collaboration," national conference, American Association for Higher Education, Sheraton Harbor Island Hotel, San Diego. Contact: Nevin Brown or Kristy Bonanno, AAHE, Suite 600, One Dupont Circle, Washington 20036; (202) 293-6440.

21-24: Multicultural issues. "Summer Institute on Campus Diversity," University of Northern Colorado, Greeley, Colo. Contact: Summer School, Fraser Hall, University of Northern Colorado, Greeley, Colo. 80639; (800) 232-5880.

21-24: Communication. Institute on technical communication, Southeastern Conference on English in the Two-Year College, Hinds Community College, Raymond, Miss. Contact: Penny Blaustein-Sansbury, (803) 661-8137, or Ann Laster, (601) 857-3361.

21-24: Fundraising. "The Fundraising School: Principles, Techniques of Fund Raising," Indiana University, St. Louis. Contact: Center on Philanthropy, (317) 274-7063, fax (317) 684-1900.

21-24: Student recruitment. "Designing Effective Admissions-Volunteer Programs," workshop, Council for Advancement and Support of Education, San Francisco. Contact: cas, Suite 400, 111 Dupont Circle, Washington 20036; (202) 328-5900.

21-24: Legal issues. Annual conference, National Association of College and University Attorneys, College, Concord, Mass. Contact: NACUA, Suite 620, 201 DuPont Circle, Washington 20036; (202) 831-8390, fax (202) 296-8379.

21-24: Adult students. "Understanding and Working With Adult Learners," seminar, Fielding Institute, Santa Barbara, Calif. Contact: (805) 687-1099, fax (805) 963-2890.

21-24: Management. "Seminar on Indian Education," Society for Indian Education, San Francisco. Contact: C. Chukraborty, 1577 Station B, Vanderbilt University, Nashville, Tenn. 37235; (615) 322-2951.

21-24: Student recruitment. "The Education of Native American Children," indi-

anizing Student Performance," conference, University of Michigan, Breckinridge, Colo. Contact: ERIC/CAPS Clearinghouse, 2108 School of Education, University of Michigan, Ann Arbor, Mich. 48109-1259; (313) 764-5492, fax (313) 747-2425.

21-24: Assessment. Annual conference, American Association for Higher Education, Fontainebleau Hilton Hotel, Miami Beach. Contact: AAHE, Suite 600, One Dupont Circle, Washington 20036; (202) 293-2392.

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Point of View

By Bryan Barnett

MORE THAN 30 YEARS AGO, in his well-known essay "The Two Cultures," the British scientist and novelist C. P. Snow first called public attention to the fact that modern learning was in the process of dividing into two separate realms, one centered on the sciences, the other on the arts and humanities. A flood of concern followed, but not enough to arrest the trend that by now has divided the modern university into two distinct parts. The parts not only have different cultures, but frequently also different administrations, budgets, sources of financial support, academic standards, and sometimes even campuses.

Although the future still is somewhat murky, tentative but unmistakable signs indicate that the university has begun the process of dividing again, this time into one part devoted to undergraduate education and another to full-time research. It is too soon to know what form this division finally might take, but it is not too soon to conclude that it ultimately will occur or to speculate on its causes and consequences.

The most obvious sign of this division is the increasing amount of teaching done by non-tenure-track instructors, either graduate students or semi-permanent visiting lecturers. A still more telling sign is the emergence of independent programs within the university whose main mission is instruction. The most noteworthy examples are the writing programs, now distinct from English departments, which are staffed by permanent non-tenure-track instructors whose only responsibility is teaching. Many institutions are developing programs of remedial instruction that operate on the same basis.

But the most telling signs of division are recent proposals for "teaching tracks" for tenure (at the University of Colorado, for example) or the creation of a separate undergraduate teaching college within the university (proposed by faculty members at the University of Michigan). None of these proposals has yet been enacted, but they are not dismissed as inconceivable the way they would have been just a few years ago.

While these developments are suggestive in themselves, other reasons exist for thinking that they foretell a larger shift toward two separate institutions of research and teaching. Such a separation will probably emerge because, several generations of official rhetoric notwithstanding, the present requirements for high-quality undergraduate education ultimately are incompatible with the sort of research programs now required to secure tenure, promotion, external support, and scholarly reputation and status.

Our rapidly changing technological society will require greater knowledge and competence among young people at the very moment when persistent deficiencies in primary and secondary education mean that many undergraduates arrive on campus less prepared than ever before. The challenges of undergraduate teaching thus are growing. Meeting students' needs will require not only a commitment to developing better curricula and teaching strategies, but also, as a Harvard University survey on effective teaching suggested several years ago, the willingness to spend significantly more time with students. Such a commitment of time is irreconcilable with the demands of research today, and, more important, is not valued in the professional culture of research-oriented faculty members.

One cannot produce the quality or quantity of research needed to establish a significant reputation among peers as a part-time pursuit. So the research demands on individual faculty members will never leave enough time or energy for them to meet the need for devoted teaching and curriculum development.

Conceding the tilt toward research at universities, some faculty members have suggested that it was im-

possible established within each school or department. Another possibility would be a literal division of the university as a whole into an undergraduate college loosely associated with a collection of research institutes. The members of those institutes might continue to provide instructional services to the colleges in the form of lecture programs, but they would have no responsibility for testing or grading students' work.

Although the idea doubtless will disturb many faculty members and administrators, such a division should not be unwelcome. Most significantly, it would bring into the open the competition for institutional resources and support that always has existed between teaching and research, despite official rhetoric to the contrary. Each of these activities would have to justify itself independently of the other.

Research that produces nothing of evident value would no longer be able to get a free ride on the public's need to finance undergraduate education. Research would have to prove its worth apart from any contribution that it purportedly makes to teaching; or it could be paid for out of teaching budgets only to the extent that it contributes to specific educational goals that have been independently determined. This might include research focused on new teaching strategies or the development of instructional technology.

AT THE SAME TIME, the separation of teaching and research would free curricula from the bondage to research interests that is most clearly evident in specialized and esoteric course titles like "The Seduced Maiden Motif in German Literature" (a real course, German 454). Go to the course catalogue of any department in any major university and try to divine what it is that faculty members think their students should know. The unmistakable message of the mélange of course topics is that the faculty thinks students should master whatever it is the faculty finds interesting enough to study. This is hardly the best approach to determining the content of undergraduate education.

Freed from dependence on the research interests of faculty members, curricula could be developed and arranged principally with the needs of students in mind. This change would place great and much-needed pressure on teaching faculties to formulate a coherent and independent vision of what it is the well-educated undergraduate ought to know and—more important—ought to know how to do.

A genuinely independent reassessment of the undergraduate curriculum is desperately needed now at many institutions. But this can be accomplished only if teaching resources are not tied to a pre-existing research agenda determined by considerations, such as the availability of grant money, that are extraneous to students' needs.

The thought of such a transformation of the university is sure to be unsettling. But the actual transformation, if present trends are indicative, will be much less painful than contemplating it in advance. Indeed, it is more likely to occur and more certain to be enduring precisely because it will not issue from a rationalist blueprint, but will instead emerge slowly and unnoticed in a thousand small accommodations to changing needs and circumstances. As it has already begun to do, the change will overtake most of us before we are even aware of it. But we can make the most of the future by attending carefully to the changes now under way and recognizing what they mean for the university as a living, evolving institution.

Bryan Barnett is an academic-program administrator at Rutgers University.

Teaching and Research Are Inescapably Incompatible



ROBERT SHAW FOR THE CHRONICLE

posed by administrators seeking to enhance the prestige of their institutions. Those faculty members now assert that a harmonious balance once existed between teaching and research, a balance that administrators could restore. But this supposition is questionable.

The research culture was not imposed by administrators. They have supported it, because they have bought into the value system that attaches prestige mainly to research reputations and the amount of grant money received. But it is the faculties that spawned the research culture and maintain it through hiring and tenure practices that they control. Therefore it is wrong to suppose that the division now emerging in academe will be avoided if central administrations decide that teaching deserves more attention from faculty members than it has been receiving.

The notion that research enhances teaching, a staple argument of those who defend the *status quo*, is not a compelling justification for the unprofitable marriage that now exists. While the exposure to new knowledge and the thoughtful reflection that accompany research can do much to enliven a teacher, the fact remains that the skills and abilities essential to prolific publication have little to do with good teaching. Good teachers can retain their intellectual vitality without publishing (or at least without publishing much), but professional success as a scholar/researcher depends on substantial publication.

Further, research-based reputations most often are built by intensive work in a very narrow specialty. However, the needs of undergraduates are for introductory-level work, broad exposure to several disciplines, and integrated knowledge. Few undergraduates are ever going to have any extended use for the cutting-edge knowledge of narrow research fields. Their need is principally for more basic knowledge that will be useful in a variety of fields and contexts. This is not the kind of knowledge contained in the average research-journal article, which is why a life spent writing such articles is not a particularly good foundation for excellent teaching.

None of this is to say that research is not valuable. But the inescapable incompatibility of the demands of research and teaching, tacitly conceded in the emerging practices and proposals that I mentioned above, suggests that the overall mission of the university might ultimately be better served by the open and conspicuous separation of the two.

Taken to its logical conclusion—to almost the exact place where science and the humanities now stand with respect to one another—the division of the university into separate research and teaching sectors will mean separate administrations, budgets, and faculties. These

Point of View

By Bryan Barnett

MORE THAN 30 YEARS AGO, in his well-known essay "The Two Cultures," the British scientist and novelist C. P. Snow first called public attention to the fact that modern learning was in the process of dividing into two separate realms, one centered on the sciences, the other on the arts and humanities. A flood of concern followed, but not enough to arrest the trend that by now has divided the modern university into two distinct parts. The parts not only have different cultures, but frequently also different administrations, budgets, sources of financial support, academic standards, and sometimes even campuses.

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The most obvious sign of this division is the increasing amount of teaching done by non-tenure-track instructors, either graduate students or semi-permanent visiting lecturers. A still more telling sign is the emergence of independent programs within the university whose main mission is instruction. The most noteworthy examples are the writing programs, now distinct from English departments, which are staffed by permanent non-tenure-track instructors whose only responsibility is teaching. Many institutions are developing programs of remedial instruction that operate on the same basis.

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Our rapidly changing technological society will require greater knowledge and competence among young people at the very moment when persistent deficiencies in primary and secondary education mean that many undergraduates arrive on campus less prepared than ever before. The challenges of undergraduate teaching thus are growing. Meeting students' needs will require not only a commitment to developing better curricula and teaching strategies, but also, as a Harvard University survey on effective teaching suggested several years ago, the willingness to spend significantly more time with students. Such a commitment of time is irreconcilable with the demands of research today, and, more important, is not valued in the professional culture of research-oriented faculty members.

One cannot produce the quality or quantity of research needed to establish a significant reputation among peers as a part-time pursuit. So the research demands on individual faculty members will never leave enough time or energy for them to meet the need for devoted teaching and curriculum development.

Conceding the tilt toward research at universities, some faculty members have suggested that it was im-

might be established within each school or department. Another possibility would be a literal division of the university as a whole into an undergraduate college loosely associated with a collection of research institutes. The members of those institutes might continue to provide instructional services to the colleges in the form of lecture programs, but they would have no responsibility for testing or grading students' work.

Although the idea doubtless will distinguish many faculty members and administrators, such a division should not be unwelcome. Most significantly, it would bring into the open the competition for institutional resources and support that always has existed between teaching and research, despite official rhetoric to the contrary. Each of these activities would have to justify itself independently of the other.

Research that produces nothing of evident value would no longer be able to get a free ride on the public's need to finance undergraduate education. Research would have to prove its worth apart from any contribution that it purportedly makes to teaching; or it could be paid for out of teaching budgets only to the extent that it contributes to specific educational goals that have been independently determined. This might include research focused on new teaching strategies or the development of instructional technology.

AT THE SAME TIME, the separation of teaching and research would free curricula from the bondage to research interests that is most clearly evident in specialized and esoteric course titles like "The Seduced Maiden Motif in German Literature" (a rare course, German 454). Go to the course catalogue of any department in any major university and try to divine what it is that faculty members think their students should know. The unmistakable message of the mélange of course topics is that the faculty thinks students should master whatever it is that the faculty finds interesting enough to study. This is hardly the best approach to determining the content of undergraduate education.

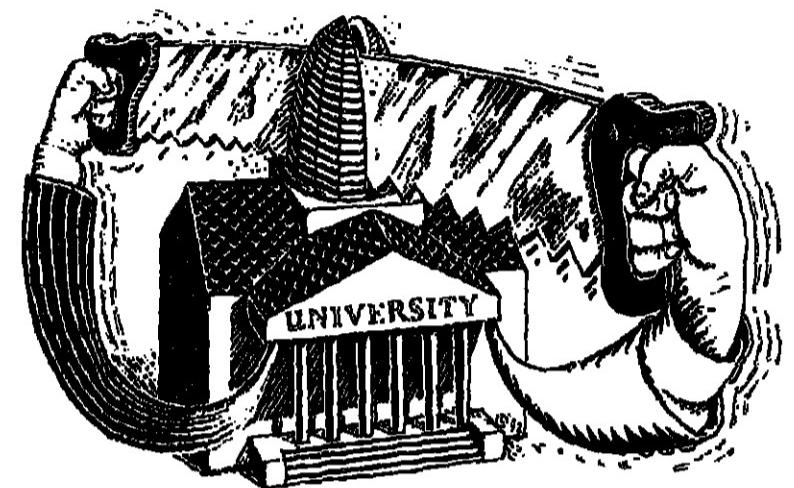
Freed from dependence on the research interests of faculty members, curricula could be developed and arranged principally with the needs of students in mind. This change would place great and much-needed pressure on teaching faculties to formulate a coherent and independent vision of what it is the well-educated undergraduate ought to know and—more importantly—ought to know how to do.

A genuinely independent reassessment of the undergraduate curriculum is desperately needed now at many institutions. But this can be accomplished only if teaching resources are not tied to a pre-existing research agenda determined by considerations, such as the availability of grant money, that are extraneous to students' needs.

The thought of such a transformation of the university is sure to be unsettling. But the actual transformation, if present trends are indicative, will be much less painful than contemplating it in advance. Indeed, it is more likely to occur and more certain to be enduring precisely because it will not issue from a rationalist blueprint, but will instead emerge slowly and unnoticed in a thousand small accommodations to changing needs and circumstances. As it has already begun to do, the change will overtake most of us before we are even aware of it. But we can make the most of the future by attending carefully to the changes now under way and recognizing what they mean for the university as a living, evolving institution.

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Teaching and Research Are Inescapably Incompatible



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